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ABSTRACT

The objectives of this institute were to provide: a community forum; and unhurried setting; a team approach for experienced teachers to share knowledge; community analysis; and, service for more teachers from a larger geographic area in their pursuit of good human relations between black and white school personnel. Large group demonstrations were accomplished through the use of visual and audio media; small groups met during which teachers and administrators applied techniques analysis to specific localities served by them. The summer workshop took place during 1969. (Authors/CB)

ED056128

LEADERSHIP DEVELOPMENT AND HUMAN RELATIONS SEMINAR

1969

SECOND ANNUAL TEACHER DESEGREGATION INSTITUTE

JAMES SPRUNT INSTITUTE
KENANSVILLE, NORTH CAROLINA 28349

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UD 010 890

REPORT OF

JAMES SPRUNT INSTITUTE SUMMER TEACHER INSTITUTE

Conducted by

James Sprunt Institute

for

Public School Teachers and Administrators

from these

North Carolina Public School Administrative Units

1. Duplin County Administrative Unit
2. Clinton City Administrative Unit
3. Goldsboro City Administrative Unit
4. Kinston City Administrative Unit
5. Lenoir County Administrative Unit
6. Onslow County Administrative Unit
7. Pender County Administrative Unit
8. Wayne County Administrative Unit

June 1969

Duplin County

Kenansville, North Carolina

Project Director

Alfred D. Wells, Dean of Students

James Sprunt Institute

Kenansville, North Carolina

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Preparation of

Report of the

Second Annual

James Sprunt Summer Institute

has been directed by

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FOREWORD

Participants who became involved with the topics of this desegregation institute have made this report. The words recorded are those of the designated planners, leaders and others who participated.

Planning for the 1969 institute began before the 1968 institute was over. It was encouraged by Dixon S. Hall, President of James Sprunt Institute, the Chairman of The State Board of Education, the James Sprunt Institute Board of Trustees, and Alfred Wells who assumed a leadership role as director of the institute. The first (1968) summer institute began with teachers from one of North Carolina's public school administrative units, namely, Duplin County. The second (1969) institute expanded to include representation from seven other contiguous administrative units.

This expansion was planned by the school superintendents of these seven units when they met with Mr. Wells and representatives from The United States Department of Health, Education and Welfare. It was decided that a limited number of teachers and other school personnel from each school unit would be given the opportunity to participate. That limit was imposed by the budget which fell short of the demand for this service. Because of the limited budget, superintendents were not encouraged to heavily solicit applicants for the limited number of openings. Two hundred forty-three teachers, principals, superintendents and other school personnel participated while an additional 260 requests came to Mr. Wells from the participating units. Training for those who did not have an opportunity to participate is one objective of the third such summer institute now being planned by staff members of James Sprunt Institute. The need for this service continues as long as the process of public school desegregation remains.

CHAPTER I

INTRODUCTION

Dual school systems based on race still exist in many parts of the country. This problem exists in the southern states as well as outside of the southern states. It was in September 1969 that 214 Chicago schools were 99% to 100% black and that 100 were all black; 68 schools in Cleveland were 95% to 100% black; 65 Newark schools were 81.3% to 100% black; and 24 East St. Louis schools were 95.2% to 100% black. ("Statistics Show Near Total Segregation in Northern Cities", Charlotte Observer, October 16, 1969, p. 29A.) The segregated school system has demonstrated a pattern of educational insufficiency for many members of the minority groups and is now being changed in this region to provide equality in educational opportunity.

These established practices based on separate societies are rapidly changing in southern states. The move from a dual school system based on race to a single school system has been motivated somewhat by the force of court decisions or the threat of withholding federal funds. These forces have not been equally applied to segregation in other regions of the country, but it is equally true that there has been a quiet, steady growth of local leadership among southern lay citizens and educators who have redefined the problem and are seeking a permanent solution. This has been adequately demonstrated in the case of James Sprunt Institute through the summer services for teachers where participation has been voluntary. The white and Negro professional participants have almost all been native to the southern region, as have almost all of the seminar leaders.

Local initiative taken late in 1967 led to the James Sprunt Summer Seminars of 1968. The idea of holding this unique teaching exercise for local white and Negro teachers and administrators in the community where they work was novel in that period. The plan began to develop out of a quiet determination by local leaders to create a new environment and a new understanding among local citizens. All are not convinced that desegregated schools will work but many have a different point of view because of these institutes.

The same modest dynamic force of local leadership resulted in the 1969 summer institute which served a larger number of professional public school personnel from a larger geographic area than in 1968.

In each year, 1968 and 1969, federal funds constituted a majority of the support needed but unlike many similar institutes in other places, there was considerable local financial input.

During 1968 the Board of Trustees of James Sprunt Institute authorized the use of space and supporting personnel for the summer teacher desegregation institute. In 1969, these facilities were renovated and expanded for this use in addition to the allocation of several thousand dollars of James Sprunt Institute funds pledged in support of this educational effort.

This expression of committed local interest should be encouraging to local leaders, to HEW officials and should demonstrate a need for continued support by HEW. Getting local people to work systematically toward solutions for these problems represents the ideal technique for achieving the goal.

The James Sprunt Institute Summer Institutes were not designed to terminate open debate, but to encourage it. They have encouraged teachers to support positive administrative leadership in the resolution of school problems of all dimensions and to do this it was necessary to bring community issues into an open forum for discussion, debate and community resolution. A result following earlier summer institutes has been the open, although sometimes emotional, debate of issues. The patter of dialogue during the school year seemed to follow the summer prototype. This is an indication of the democratic involvement of local people in search of solutions to local problems.

These summer institutes have provided a basis for beginning dialogue and a point from which it will continue as problem identification is followed by search for effective plans for solutions.

Progress has been made and must continue through this annual effort to follow federal quantitative desegregation goals with local qualitative goals of improved educational attainment for all children.

A. OBJECTIVES AND PROCEDURES

The objectives of this institute were as follows:

1. To provide a community forum in which professional employees of area public schools may voluntarily come together to discuss existing problems of curricula, attitude, practice and merger.

2. To give a summer setting in which public school personnel, unhurried by problems of daily school operational routine, might discuss differences of cultural backgrounds related to instructional efficiency in the classroom.

3. To assist teachers in the development of a team approach to be used in working with children of different cultural or economic backgrounds.

4. To provide an opportunity for local leaders experienced in these seminars during the preceding summer to share those experiences which were followed by application during a regular school year.

5. To instruct in techniques of community analysis as a basis for community action focused on community problems.

6. To bring into the open through a series of seminars the viewpoints of Negro and white professionals and through them to summarize the concerns of the parents of groups they represent.

7. To study the cultural backgrounds of students in the local community and to examine community forces which create cross-cultural problems as well as those which encourage harmony.

8. To serve more teachers from a larger geographic area than in the previous summer effort, demonstrating how local institutional leadership can be effective in encouraging teachers and administrators of both races to work together as professional colleagues.

These objectives were formulated out of the experiences from the previous institute and from the valuable planning contribution made by the superintendents of these school administrative units.

The program period was one-third shorter for this summer series than in the previous summer, therefore, the field study component was abbreviated. Teachers and principals were encouraged to make a self analysis or inventory of attitudes and understandings within the limits of the time that they were involved. They were given techniques through which they could make a community analysis to measure the extent of the desegregation problem in each community. They were given demonstrations on how to make an analysis of community media of influence. This included examination of local newspaper policy illustrated by specific comparison of local newspapers from one area with contrasting philosophies of another, and with analysis of news stories, editorials and magazines being included. The use of television, radio, and textbooks as factors in this analysis was amply illustrated.

Large group demonstrations were accomplished through the use of visual and audio media, then the small groups were convened as workshop sessions during which teachers and administrators began to apply techniques of analysis to specific localities served by them.

Generally, participants centered the small workshop discussions on problem-creating practices and attitudes within the community or school which served to generate unrest or to encourage a state of disunity among student body members. This led to topics of common interest among all participants concerned with public education. Among them were these questions or areas:

a. In this community what is the current status of desegregation, community attitude and what can be done to improve understanding?

b. What are some of the community and common problems in the process of school desegregation including:

1. Concerns about curriculum?
2. Achievement differences as schools are merged?
3. Leadership loss by minority groups in the merger?
4. Team teaching?
5. Reading problems -- language differences?

   Differences in ethnic customs -- offensive phrases or terms unconsciously used by either group?

7. Non-curricular school activities and social events?
8. Interracial friction?
9. Influences of extremists groups of both races on harmony in the school?
10. Ways to create a positive self concept?
11. Techniques in human relations and human understanding?
12. Ability grouping?
13. Evaluation and promotion?
14. Parent participation and community relations?

c. The future of Negro schools, the use of buildings and of administrators and teachers which formerly housed Negro education.

d. Minority group concern about the "two-way street" approach to desegregation as opposed to the one-way desegregation practiced almost universally and endorsed by HEW.

e. The role of the teacher as a new kind of professional leader in the school and community.

f. New types of course content for professional in-service training programs conducted during the regular school.

B. RATIONALE

Discussion of problems relating to school desegregation was an old topic for those who attended the institute. Some had discussed factors relating to this concern for over 20 years -- but largely in the isolation of ethnically homogenous groups. A few participants among those attending had touched briefly on this topic in college classes but only a limited number had deliberately and voluntarily involved themselves in any other seminar of this duration within easy daily commuting distance of home or school. This was near enough so that participants' families could "have institute for supper."

The limited summer institute enrollment did not make possible a large number of contracts for each administrative unit, but some valuable professional relationships were established as a basis from which to create a new climate of constructive adjustment within the professional community. Some active dissenters were given the opportunity to gain a new viewpoint as they examined the multiple pressures placed on administrators and boards of education. The passive resisters, at this time, achieved a realization that they were in a position to help in what some came to understand was their problem as well as a problem of the administrators and boards.

The "pass the buck" attitude toward the principal, superintendent, HEW, the courts and Congress was to be quickly put aside in search of a new plan trying to achieve a smooth transition from a dual to a single school system. Tokenism in this objective was familiar to a majority of the participants but experience beyond this phase was limited.

A few leaders represented in the group had participated in previous efforts of this kind. Among them were principals and teachers who dealt with the day-to-day friction of transition who could and did share problems, plans, setbacks and successes. Community leadership was developed through this process.

The use of James Sprunt Institute as an "open door" institution which was without the implied historical stigma of being a public building identified with either race was considered to be a strong factor. Members of both groups could feel the institutional attitude of "openness" which prevailed throughout other training activities concurrently being conducted with young adults. That spirit prevailing within the institution could be shared with those who worked there during the summer seminar. Some of the participant evaluations in a later section will relate to this.

C. SOCIAL AND ECONOMIC CHARACTERISTICS OF THE AREA

The area served was largely rural twenty years ago but has begun to become more industrialized. Agriculture is still a dominant factor in the region served by this institute. Civil Service employment is available through two large military facilities, one in Onslow County and another in Wayne County. Many military families come for a tour of duty and add their impact to the social life of the area.

Several small growing cities have emerged from what was primarily the "county seat" during past decades. These growth centers serve as trade and nuclear centers for industry providing the necessary water and other municipal services.

Counties sending teachers to the 1969 program were Duplin, Lenoir, Onslow, Pender and Wayne. Cities with representation included Kinston, Goldsboro and Clinton. All of these units are located in what is known as the coastal plains of southeastern North Carolina. The agregate white population represented in this area was reported by the superintendents of participating units to be 225,985 white and 107,664 Negro. This indicates that there was approximately 35% of the minority group population from the area represented. Other statistics about the schools are as follows:

	White	Negro	Total
Number of elementary schools	44	27	71
Number of junior high schools	8	1	9
Number of senior high schools	22	13	35
Number of elementary teachers	1036	658	1694
Number of junior high teachers	238	36	274
Number of senior high teachers	619	360	979
Totals	1893	1054	2947

Of these 115 schools 74 were white or predominantly whate while 41 were Negro. Public school are population of this area (excluding kindergarten) was 39,722 white students and 29,941 Negro students. Almost 70,000 public school age students live in the area, and approximately 43% were Negro students. This indicates a higher per cent of Negroes in the total population which was estimated at approximately 35%.

This suggests a characteristic of the rural nature of the population and the relationship of white and Negro involved in an agricultural economy formerly dependent on hand labor but gradually becoming mechanized. Tobacco is still the largest agricultural income producer in the area. They also grow soybeans, corn, commercial vegetables, strawberries, blueberries and have some timber interests. Poultry has become a growing agricultural industry for the area.

Soil characteristics range from marshlands near the coast to the sandy loam of inland counties. It is generally a rich productive farming section requiring hard work with mule or machine. Several rivers pass through this area making fishing in the streams and hunting in the river swamps interesting to sportsmen.

This area enjoys a favorable climate during most of the year. It is situated in the coastal region of North Carolina where the warm Gulf Stream flows by a few miles offshore. The mild winter temperatures and annual rainfall are both influenced by the proximity of a large land area close to the Atlantic Ocean. Records show that the largest average rainfall is in July with 6.5 to 7 inches and less than half this amount in the drier months of October, November and January. The average annual rainfall for the area is approximately 50 inches while the average mean annual temperature is about 61 degrees. The first killing frost in the fall usually comes around the third week in October and the last killing frost in spring comes around the third week in March. The average number of clear days is over 200 per year and the average growing season is approximately 238 days.

The land is swampy, marshy and flat near the ocean with hard sandy beaches where the waves roll in on the outer banks of North Carolina. Shrimp and fish attract many who visit the ocean, sounds and estuaries.

Out-migration from farms to local urban places has been a characteristic pattern for several decades. Many of the youth and young adults move to towns to be closer to regular jobs. Others, skilled and unskilled alike, depart never to return. The natural attractiveness of the area, the nearness to open spaces, countryside, water sports and beaches has caused many career military personnel who served at one of the military bases to return at early retirement and take up permanent residence. To some degree this infusion of talent has helped to offset the loss of youth who go away to college or to learn skills, but move to other communities to find employment.

A relatively recent impact has been made by comprehensive community colleges and technical institutes that have been established in the area. These schools now provide post-secondary training opportunities and have become a stabilizing force for the youthful population since industries have been attracted to areas in which these new institutions are located.

CHAPTER II

PLANNING, RECRUITMENT AND CHARACTERISTICS OF PARTICIPANTS

A. PLANNING

Planning for the 1969 teacher institute began before completion of the 1968 institute. HEW officials realized that this location for an institute and the local interest were unique. James Sprunt Institute officials were aware of a demonstrated new dimension of effective service to the community. It made good sense to continue the support of this training program at this location. In the 1968 institute other school units from the area wanted to become involved but the decision was made to limit that effort to Duplin County. This earlier interest was not lost by those who were denied an opportunity to participate in the first year program. Motivated by the good reports coming from teachers who attended this institute, telephone calls to Mr. Alfred Wells, and interest from the superintendents in the area resulted in a meeting on November 19, 1968. Attending that planning session were program officers from Charlottesville, representatives of James Sprunt Institute and superintendents from Clinton City Schools, Duplin County Schools, Goldsboro City Schools, Jones County Schools, Kinston City Schools, Lenoir County Schools, Onslow County Schools, Pender County Schools and Wayne County Schools.

With the exception of Jones County which planned a training session of its own, all of the superintendents followed this meeting with a list of topics suggested for the 1969 summer seminar. That planning input was reflected in the program content and included these topics:

1. Curriculum -- design elements to take care of vast achievement differences.
2. Team teaching.
3. Effect of integration on school related organizations.
4. The ungraded primary program -- its strengths and weaknesses.
5. Positive self-concept.
6. Disspelling false ideas about different cultures.
7. Changing roles in professional positions.
8. Techniques effective in controlling bus behavior.
9. Getting participation and support from parents of both races in the integrated system.
10. Grading and failure rate.
11. Human relations.
12. Counseling and teacher guidance in a desegregated school.
13. Adolescent psychology.
14. Teaching of reading by all teachers at secondary school level.
15. Grouping by ability or achievement.
16. School social functions.
17. Discipline.
18. More and better use of audio-visual media.
19. How to cope with speech differences which become barriers.
20. Evaluation and promotion.

B. RECRUITMENT

The involvement of the superintendents and the limited number of seminar positions available to each school unit made recruitment less difficult than in the previous year. An estimated 220 teachers and principals could be accommodated but 243 were accepted. Some attended without benefit of travel or stipend. Another 260 were turned away. All of this recruitment was on a voluntary basis with the superintendents selecting teachers from certain schools in order to stratify and distribute the experience over the community area where it was most needed. One estimate indicated that as many as 30% of the 2947 teachers of all these units could have been enlisted if the financial support had been adequate to support a program of that size.

C. CHARACTERISTICS OF PARTICIPANTS

Applications by units were balanced between Negro and white schools. There was approximately the same number of each race in attendance if we do not count an average of an extra twenty-three who came because of interest in the program.

Over 95% of the white and Negro participants were natives of North Carolina. The predominant place of origin for the remainder was one of the southeastern states. Very few were from the northern or western states.

School positions represented were as follows: Teachers, administrators, superintendents, supervisors, counselors, school nurses, librarians and attendance counselors. The median age of the group was 38-40 years with the remainder distributed over the age range from 20 to 64. There were about as many attending who were below 30 as there were over 50.

The group was reserved during the first day or two but began to communicate freely by the beginning of the second week. There was a general observation from the participants that two weeks was about half as much time as they would like to have. Some thought that three weeks would be about right.

Approximately one-fifth of the participants were males with a larger number of Negro males attending than white males.

CHAPTER III

PROGRAM PLAN AND CONTENT

The program plan was tailored to ten (10) working days. Each of the two groups of participants was involved in the seminars for a period of two weeks.

The curriculum for the seminars was programmed to include those topics recommended by school personnel as represented by the superintendents who took part in the early phases of planning. Implementation of the plan was designed to move from the non-controversial toward the more controversial topics. The less sensitive topics came first and were followed by those which were more sensitive. This proved to be a valuable approach because as participants came to know each other they discussed topics more freely and without reservation or embarrassment. Since it was the first time many of these Negro and white professionals had entered face-to-face dialogue of agreement or disagreement, the experience was novel and interesting. The plan anticipated this situation and developed it in such a way that it stimulated healthy discussions.

A general format followed consisting of an imput speaker, panel or presentation for the total group of participants. This was sometimes accompanied by time for questioning in the large group but was usually followed by dividing participants into small groups for follow-up discussion of the issues raised during the large group presentation.

The large group consultants were from several academic disciplines and represented a variety of experiences. They resided in the state but not within any of the counties where seminar participants worked. The small group consultants or discussion leaders were all local professional people, employed during the regular year by one of the school systems represented in the seminar and carefully chosen because of their leadership and sensitivity to the concerns of both ethnic groups represented. The consultants who had made the large group presentation generally rotated from one small group to another, participating as a listener but sometimes entering the dialogue at the request of the group to clarify a point being discussed.

There were three to four sessions each day with a mid-morning break for coffee, a luncheon break and a mid afternoon break. Sessions generally lasted from 45 minutes to 1½ hours depending on the complexity of the topic being treated or the interest of the group. Consultants and small group discussion leaders participated and encouraged individuals or groups to enter into dialogue during these important sessions.

The program plan consisted of situations designed to achieve interaction as an attempt to have teachers experience and demonstrate among each other the desirable kinds of interaction they may expect from students in a desegregated school.

An outline of the program content for each of the ten days follows below.

Program Content for "Leadership Development and Human Relations" Workshop at James Sprunt Institute June 2-27, 1969 Involving 243 Teachers and Principals From Duplin, Pender, Onslow, Wayne, Sampson, and Lenoir Counties and the City School Units of Kinston, Goldsboro and Clinton.

First Day

1. The "big" picture and the "big" change

2. Work session for the teachers

    (a) Ten outstanding characteristics of "our" community/county/area

    (b) Ten outstanding changes during the past five-ten years in "our" community/county/area

    (c) Ten most important surprises in these characteristics and changes -- "our surprises" for community/county/area

    (d) What will life/living/labor be like ten-twenty years from now in "our" community/county/area? (Describe)

    (e) Implications for "our" educational system -- community/county/area

Second Day

1. Community differences and characteristics of a "good" community

2. Work session for the teachers -- a study of volunteer organizations

    (a) Analysis -- description

        Name

        Purpose

        Chief activities

        Number of members (active members)

        Type of member -- age, sex, economic status, etc.

        Regular meeting

        Average attendance

Organizations with which it cooperates

Outstanding leaders

Other items of interest

(b) Analysis -- conclusions

(c) Implications for "our" educational system -- community/county/area

Third Day

1. Problems of the future and the future of our major problems

2. Work session for the teachers -- this session will be built around the check list of community services, facilities, etc.

    (a) What are our community strengths?

    (b) What are our community weaknesses?

    (c) What areas of needed services, facilities, etc., fall in the private sector? (Responsibility)

    (d) What areas of needed services, facilities, etc., fall in the public sector? (Responsibility)

    (e) Implications for "our" educational system -- community/county/area

Fourth Day

1. Introduction in general terms -- This may be entitled "Conflict -- School and Community."

2. Involve entire group and get responses to open-ended questions on "inequities" as a basis for small group discussions (please see appendix).

3. Review the problem -- statewide and nationally. Use state factual data -- transparencies to illustrate dollars and cents (input) inequities. Refer to the Jimmy Wallace study as one kind of (output) inequity.

4. Present introduction on analysis of community attitudes. Illustrate using newspapers, etc., to show the ready resources.

Assignment for next week.

Collect the news stories, spoken comments and other local items which you believe influence attitudes positively or negatively in terms of what is being done with the desegregation process in public school.

Working with small groups and small group leaders, each small group will get a related working assignment and a copy of the 1968 North Carolina Study by the Quayle Attitude Report Summary -- make local application.

Group 1 -- First two sections, "Each Other," "Government and Police."
Group 2 -- "Housing."
Group 3 -- "Poverty."
Group 4 -- "Education and Employment."

Fifth Day

1. Local issues and problems of local teachers, students and community.
    (a) Panel discussion
2. Work session for the teachers
    (a) Activism
    (b) Social systems; history of -- Emphasize the point of white man's limits placed on the Negro culture in the past, the odds, the Negro efforts and ambitions.
    (c) Review questions presented throughout the week
    (d) Evaluation and survey

Sixth Day

1. Race -- individual and collective behavior
2. Learning; social class influence of
3. Work session for teachers in small groups
    (a) Definition of race
    (b) Epithets
    (c) Differences in people

- (d) Myths of race
- (e) Realities of race

Seventh Day

1. Understanding the Disadvantaged
2. Small group sessions
    - (a) Techniques of teaching the disadvantaged
    - (b) The early years and its influence upon later learning
    - (c) Education and Income
    - (d) Stimulus Deprivation
    - (e) Cumulative Deficit

Eighth Day

1. Curriculum; elementary and secondary
2. School reorganization for desegregated schools
3. Small group sessions
    - (a) Grade and credit mold; possibility or reorganization of
    - (b) Increased scope and range of subject matter -- vocational programs and relevant subjects
    - (c) Implementation of curriculum change to meet the needs

Ninth Day

1. Teacher and student integration
2. Small group sessions
    - (a) Growth and development patterns of students
    - (b) Discipline
    - (c) Conduct standards

(d) Student leadership and behavior

(e) Malcontents

(f) Activism

(g) Gifted

Tenth Day

1. Panel and participant discussion of any related subject and problems
2. Insignificant problems; causes of rebellions
3. Small group sessions
    - (a) Interest groups
    - (b) Culturally different groups
    - (c) Cheerleaders
    - (d) School names
    - (e) Colors
    - (f) Bands
    - (g) Representatives of minority groups
4. Evaluation and survey

This concluded the first session of two weeks with 110 participants. The second session was identical with 133 participants.

A number of the specific statements and stimulus resources used are found in the appendix of this report.

CHAPTER IV

PARTICIPANT REACTION DURING AND AT THE END OF INSTITUTE SESSIONS

It has been previously stated in one of the earlier chapters that those persons attending this desegregation institute were almost all native North Carolinians. A majority of them reside in or near the neighborhoods where they grew up and all are currently living and working within a radius of about fifty miles from where this institute was held. The racial composition of the seminar group was about half white and half Negro. Observation indicated that there was a wide range of educational effectiveness as indicated by evidences in speech, manner, habits and attitude. College experience ranged from less than four years to more than six years. The mix varied from rural to urban places of employment and from those who were recent college graduates to those who had completed college prior to World War II. The group represented a predominantly rural cultural background and a multi-county geographical region containing about 35% Negro in the total population and over 40% Negro in the school age population.

Against this brief review of background, the Second Annual James Sprunt Institute Summer Seminar for Teachers was planned and programmed. The leadership of this institution represents an effort which has backing from its board and other creative citizens.

The large group leaders provided some structures to direct and focus the group thinking. These were in the form of questions or situations soliciting the reaction of the teachers. The primary use of those devices was to serve as a basis for stimulating dialogue. Some of the elements of these instruments were deliberately arranged to bring suppressed emotional issues into the open for discussion or to the surface within the individual who needed an opportunity to make a personal, private evaluation of himself. From the participant observations it was apparent that this technique was successful. Some participants approved; others disapproved.

Each participant was invited to voluntarily submit their comments, evaluations or observations at the close of each two-week seminar. They were asked not to identify themselves unless they wished. Those evaluations are submitted in the words of the participants and follow below. Dates and other marks of identification have been removed except for the first one which was used by permission. Not all of the comments could be included due to space consideration but those used were representative of the ones available at the time the report was prepared.

PARTICIPANT COMMENTS AND EVALUATIONS AT THE END OF THE SEMINAR SESSIONS

OUR HUMAN RELATIONS STUDY

Just to show our appreciation
  For this course in Human Relations,
Here we expressed without hesitation
  What we think of segregation.

Here we met the man that's white --
  Who thinks right is always right.
Here we met the man that's black --
  Who proudly appreciates this fact.

Here this lovely group of people
  Seemingly, tried to understand --
That character makes the person,
  Color does not make the man.

We discussed our racial problems,
  Here we tried to do our best --
To help abolish segregation,
  Leaving God to do the rest.

Presented to the Participants of the Summer 1969 Leadership Development and Human Relations Seminar at James Sprunt Institute, Kenansville, North Carolina

by

Mrs. Annie G. Pearson, teacher
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This seminar has personally been the most exciting and stimulating endeavor in which I have ever become involved. I, too, would suggest that this type of study -- with its superior leadership, planning, lectures and opportunity for significant exchange, absorbing of thought expressed, feed back, etc. -- be more readily available to the public at large. Then only will this concept -- truth, compassionate and just -- be an integral and dynamic force in our society -- and The Family of Man.

I leave with a feeling of definite responsibility and challenge. And sincerely hope that I will dare to take the RISK -- courage of conviction -- to be a useful vessel in the Reformation of what might well be the greatest universal injustice.

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I have enjoyed this workshop because of some of the great leaders' earnest remarks about the problem facing us today. Mr. William Flowers, Dr. Joseph Himes, Dr. Selz Mayo, Dr. William Sanderson and Mr. Howard Lee were very, very good because I feel that they spoke the truth and this truth was really a part of them. We have really received food for thought for us to examine ourselves, apply and observe as we work, talk and live with these changing ideas.

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This has been a most delightful experience for me. I have gained much information that will be helpful in my work, especially with the other races.

I have learned so much inside and outside of the classes. Just talking with others and getting their views on issues has been worthwhile.

The speakers were outstanding. I feel that I am a better teacher now that I have had this experience.

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I've learned a lot these two weeks but feel we need another two weeks, two years, 200 years to get our society working together, and it should definitely be planned and not left to chance.

When the Supreme Court passed the law in 1954 saying we should integrate, it left our society dangling. It thrust our already sick and sinful society into a storm tossed sea without any aid in getting ashore; no physical aid, no understanding, no preparedness. We needed "Life Preservers." In short, we "leaped" before we "looked."

Plans should have been made. Where has all our executive ability gone? Did all our great abilities die? How can we expect to do the impossible?

The Storm of Life is a bad Storm. We victims have been thrown upon the seashore in all sizes and descriptions and colors. Some of us had life but are left to perish along with the dead sea animals. What is going to save us? Save us all?

We should have had provisions made for this stupendous (large) move. Our temperature is high -- organically we are sick enough -- and then communism takes advantage and throws our society into a heart disease. We are looking for a panacea for all this, a sick society!! I wonder!!

Well, if I decide to teach I will do the best I can, but I haven't decided what I'll do. I expect to adjust and adjust, and tolerate and teach and I'm sure I'll do a much better job having had this Seminar, but it should have been started in 1954 and with the first grade only that year, continued in 1955 with grades one and two, in 1956 with grades one, two, three, etc.

Don't misunderstand me, please. I hope it will work. I'd like to see it work, and I'll do all I can. I am white and some of the most wonderful people I've met are Negro people. Let's hope and pray! You must teach the individual and cut the color and look inside.

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This workshop in Human Relations has opened my eyes to the fact, that I, as a citizen, have done very little to help my fellowman. I have felt that I was only a little fish in a big pool when I could have flopped out of the pool and said, "Look, we must get ready for integration." We should have been making ready for the days ahead, but I just didn't know how. I feel that I have gained many valuable suggestions that I can go back and use to an advantage in my area. Most of the speakers have been most enlightening in expressing their feeling of human relations. I think -- to sit down and look at the problem of both races has given me a better understanding of the people that I will be working with in the fall. I think we could have used more information on the history of the Negro.

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This workshop on "Leadership and Human Relations" has been a worthwhile experience for me in many ways. I was able to hear the problems discussed that confront me and so many others. I was able to express my feelings about certain issues and hear the reactions of others toward these problems.

In my opinion if anyone leaves this institute with the belief that integration cannot be accomplished peacefully, that person probably was not expecting much from the beginning. I am one who believes that we are able to make things work if we set our goals for it. We must commit ourselves to see that others learn from our experiences. I intend to do all I can to help others I come in contact with to correct their outlook when it needs to be corrected.

I wish more people had been able to participate in this workshop.

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Since participating in the workshop, I have a keener outlook on the problems that have confronted us and will confront us in the fall.

The first day we had to give our purpose for attending. It was surprising to know that we had not given this a serious thought. It was agreed that our main concern was an understanding. The only way that this could be accomplished was by speaking freely and confessing. Throughout the weeks this has been done. The results could be seen by a closer communication among our fellow classmates. The tenseness was relaxed and we became aware of the fact that people are the same.

I think that the teachers will be able to enter school with a new determination and will work as always for the benefit of the child.

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From June 16 to June 27, 1969 we attended a Human Relations workshop at the James Sprunt Institute in Kenansville, North Carolina.

The workshop came off the ground with flying colors and Mr. William Flowers seemed to be a man knowledgeable on the subject of Human Relations. Dr. William Sanderson, Dr. Joseph Himes, and Mr. Howard Lee brougt a wealth of information (factual) to this group that we feel can be used in our local community areas.

Some lasting friendships and understandings were generated and we feel that this is the type thing that is needed in most areas where fears or inhibitions are prevalent.

Both ethnic groups present seemed to have a reluctance at the beginning to communicate. At the end of the second week they had opened up and it was almost like one happy family.

We hope Mr. Flowers will continue to be available to some of our die-hard communities and help us to prove that integration or desegregation is not the end of all for our community.

We feel that community resources are good to discusss but fail to connect the curriculum with human relations. This session could have been used to discuss our local problems hoping that by talking we could have gathered some information that could have been used more effectively in our areas.

A most worthwhile project that should be held more than once per year.

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The two weeks Workshop in "Leadership Development and Human Relations" has been very important to me.

I have gained many ideas, thoughts and attitudes that have given me a new look.

I shall try hard to first look at people as a human being, give help where it is needed, and try to help youngsters prepare and solve problems that they will meet in life's situations regardless of voice, race, color or creed.

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To me this has been a most rewarding experience. Understanding is the "greatest" teacher, and without seminars of this type nothing could be accomplished.

Before attending this workshop, I felt that we were fighting a losing battle, but now things look much brighter. However, all the problems have not been solved, but there is hope.

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Anytime two cultural groups can be brought together to discuss common problems and ideas it may be considered a success.

The fact that they have been brought together indicates some progress has been made. Participants in this workshop have had the opportunity to get many things said that are normally said only to a person's own cultural group. If integration is to take place with ease, many more similar workshops are needed. There must however be some method used to bring in the masses of people. Only through active participation can ideas be changed.

This workshop could have been better by having more group meetings to discuss the many ideas that have been presented by our speakers. Parts of the program renewed in our minds many educational programs that are being used in the schools throughout the United States. As a whole this was a good program.

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I feel that I have benefited from this seminar. I know it has helped to change my attitude toward Negroes. Even though many of the problems of integration have not been solved here, I feel I have been enlightened and will be better prepared to teach in an integrated school.

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I think this seminar has been most successful. I will use the information I have learned in dealing with the two races next year with my work in two integrated schools. I think I will be aware that everyone is an individual no matter what color he is.

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I feel that the James Sprunt Institute has done an outstanding job of hosting this summer. I think it was organized and administered in a professional and efficient manner, and that much foresight and planning undoubtedly was involved.

With respect to the course content of the seminar, I feel that it will not do much to change attitudes. It just isn't possible to undo 100 years in two weeks. It was interesting to hear other professional persons express their views on this situation. I particularly enjoyed Dr. Mayo and Mr. Flowers. Dr. Mayo was an interesting speaker and he had statistics to illustrate his points. Mr. Flowers also had statistics and research on which to base his views.

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The Human Relations Seminar has been enjoyable. It has helped me to grow in many ways. I hope to be able to use some of the ideas and suggestions given here in my working situtation next year and in future years.

I do wish and hope that in the future programs of this type we may include students, parents, teachers and people of the community. To me a program of this nature needs to include as we say "the man in the street." This person is the individual who needs help in order to change his ideas and thinkings about people of a different ethnic group. In order for change to take place people must come together and talk and exchange ideas. This way understanding will take place and change will come about without misunderstanding or false ideas.

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Our Human Relations Workshop has been a success in some instances. We have made our feelings known, therefore getting a better understanding of the races involved in desegregation. Now it is felt that most of us are convinced that we are all human and people are people and if we can instill this deep down in our hearts our desegregation plans will be a success.

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For the past two weeks I have been most interested in the many overviews and new ideas that were brought out in this workshop.

My attitude has changed toward many phases.

I was surprised to hear of so many biased opinions from people you see everyday and people you have known all your life.

I was glad to get the opportunity to share these two weeks with people of the opposite race.

This workshop I believe has improved the relationship between the races somewhat, and I'm sure such workshops should be taken into each individual system whereby parents, superintendents, supervisors and the board of education could enjoy such a program as this.

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The class has been most helpful. Those speakers who were most enlightening were: Mr. Lennon, Mr. Flowers, Mayor Lee and Dr. Himes. I feel that I may better cope with the problems in integration next year -- both with parents and students. Just hope that I will be able to help some people drop their prejudices -- at least some.

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The 1969 Leadership Development and Human Relations Seminar at James Sprunt Institute, in my opinion, was a successful one. Personally I received more information that I could never have received otherwise, if it had not been for this type Seminar.

I have learned more about race than I had ever dreamed.

Since I am already working in a desegreation situation, I shall return this fall and try to put into practice the thoughts and ideas of others which have been used and have proved most valuable and beneficial.

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In studying Human Relations courses at James Sprunt Institute June 16 - 27 I found something interesting in every part of the program. We had wonderful speakers who had had experience in this work.

One of the best things about this course was that all who tried to touch or understand each other were able to do so by talking together. We all learned that race doesn't matter.

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This is to say I've enjoyed the seminar very much. I must say that I have a better feeling of the white race.

I hope more seminars will be held in the future.

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This course has certainly been a rewarding experience for me. My attitude regarding the opposite race has made a decided change within the past two weeks. I feel that "Seminars" of this nature should be held locally (or in each county) for the parents, the pupils, as well as for the teachers. Face-to-face discussions in groups represent one of the best solutions for making a smooth integration.

I'll do all I can in my community to help solve the racial problem.

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This type of seminar is an effective method for getting people together so that they can communicate. The only way we can expect to change attitudes is to talk to each other. You have to talk to people before you can understand them.

Two speakers that were particularly interesting were Dr. Himes and Mayor Lee of Chapel Hill. Being white myself, I am interested in hearing Negro leaders speak. I thought what they had to say was important and informative.

I think the small group sessions were more effective than the large group, with the exception of the above mentioned speakers. Just as it is difficult to teach 40 students in a classroom at one time; so is it difficult to communicate with a large room full of people.

We need some community seminars like these.

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First, I would like to say that the two weeks that I have spent in the Human Relations Seminar have been most informative and most enjoyable.

The consultants have been outstanding. It was a real pleasure to listen to Dr. Himes and Mr. Lee, and to realize that the Negro race has so many capable and talented leaders. We are grateful that our young people are exposed to such people in our universities, as Dr. Mayo, Dr. Sanderson and Dr. Arwood.

The small group sessions were excellent. We were able to interchange ideas without fear of being misunderstood.

I hope to be able to understand each of my students a little better this September.

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The workshop has been of value to me primarily by providing an opportunity to associate with the Negro race. The small groups were especially valuable. Here we felt free to express opinions and ask questions. I feel that more time could have been spent in these small groups. The large group meetings were interesting, but they somehow lacked the close relationship which existed in the small groups.

Dr. Himes' speech on stereotypes was enjoyable and helpful. I was aware of the stereo Whites had of Blacks, but not the one that Blacks had of Whites.

It has been a valuable program, and I do think it will help in making adjustments for the coming school year.

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This workshop has given individuals a chance to "air" views. Some of these views seem to me to be unrelated to the future of our children. In order to have better educated children we must forget petty grievances and think more in terms of good teaching for all children.

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This seminar in my opinion has been most informative and revealing. I think the majority of the participants have benifited from the cooperation and information given here. How one could attend a seminar such as this and not reap some fruits from it I do not know. I believe it is impossible. As far as what I can do as one individual in my school that is very hard to say. However, I can exemplify that my main objective in my chosen profession is to teach each child I come in contact with. Everything is not in the texts, therefore, I can teach many things to them and teach them how to accept each individual as a person. God created us all in his image, to love one another. I don't have to preach, but merely carry myself in a manner where all will know what I stand for.

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I feel that this workshop has been a success. It has helped me to take a better look at myself in regard to the other race.

I also think that the information I have received here will help me in my community as well as school. I know I will not be able to solve all the problems that I will be confronted with, but I do feel that I will be able to understand them better.

To me these two weeks have opened the eyes of both races. I do hope a workshop of this type will be offered again in the near future.

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Our Human Relations Seminar at James Sprunt Institute has been challenging and informative. Our consultants and group leaders have helped us to take a good look at ourselves in relation to all people.

If any of us attended this seminar for the purpose of understanding Negroes and whites, I feel the seed has been planted and a change in attitude will follow or is taking place.

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I consider it a knowledgeable experience to have had this opportunity to participate in this workshop. It has at times left me with a feeling of great depression, more or less brought on by empathy among some and apathy among others. Yet, in trying to understand why people act the way they do, I find the answer to be the absence of love.

I could sense through our mingling that workshops of this type could promote respect for another. The Negro plight has not and is not going to be resolved here. We get the feeling that there are those who are concerned and want to help in the reorganization of traditional trends, I thought. This is encouraging for the Negro. For too long have we been unable to see this trend. The white man has always been in the dais. Now that the Negro is being heard and some of his anxieties partly met, he too will feel that democracy is beginning to be for all men and not a secluded group in America.

I agree that this workshop has been enlightening but I feel that parents, students and all lay people should be involved in order to feel its effectiveness.

Probably time will tell. Let us hope we can find some channels by which we can reach the lower class whites as well as the lower class blacks. For in God's sight all men that love him and his neighbor can live harmonious lives and be at peace in this world.

Do have more of these workshops. Through them there may be hope in saving our communities and America.

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I have found the Human Relations Institute to be quite profitable and rewarding. It is an experience that I shall long cherish.

The institute has indeed been a learning experience for me. Having attended these weeks, I feel I am more open-minded and have surely changed some of my prejudices. As the mayor said, "I shall work hard, showing love and trying to communicate with the opposite race."

Then, too, I've learned how to handle situations that may arise within the classroom and I feel a Human Relations workshop could be held within the classroom with pupils at the beginning of the school term.

I feel this type thing should be continued and that parents should be included or one worked out for parents of both races.

I believe this workshop was a successful one, because people were given the opportunity to express their ideas with no fear of repercussion. The talks of the instructors and visiting speakers were informative and interesting, and the small group discussions were stimulating and thought-provoking. The many contacts in casual situations caused individuals to learn to regard other individuals as people.

The soul searching we have done will help us approach our newly integrated classes with a better realization of the members of the race with which we have had little previous contact. It will help us to be better co-workers, it will cause more tolerance, it will help me to grow as a teacher.

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This institute has been very informative to me. It has given me a different outlook on some of the problems I have come in contact with. The experience I have received here, will go a long way in making me see people different.

The information I have received here will be taken to my school and community. I feel that institutes of this nature should be given to students and adults.

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The session has been extremely beneficial if some of the things that have been said or discussed are put to practice.

Much of this has come from the lip and not from the heart.

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I feel that the workshop has done a lot to melt the ice between the two races. I think it helped to prove that all people are human and regardless of race, color or creed, every person is basically the same.

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We have all been brain-washed about the opposite race. The workshop did a good job of "telling it like it is" as far as both races are concerned.

I think the choice of speakers for the program was wonderful. I think Dr. Himes shed a great deal of light on some dark subjects. Mr. Mayo was most informing, so were Dr. Sanderson and Mr. Flowers. To have leadership of this sort, a program in human relations would have to be worthwhile. Mr. Lee brought up the rear in a most helpful and informing way. I thoroughly enjoyed each day and each speaker.

It has been worth my time and effort to attend this workshop. I do not feel that I am as prejudiced as the stereotype has been pointed out to be, nor do I feel that I have ever been. My childhood training was based on the consensus that all men deserve the right to be treated with courtesy and respect. My particular field of education has placed me in a position of being able to deal with people on an individual basis. Therefore, the human relations aspect has been a real everyday experience for me all during my teaching career.

I hope that I have made new friends in this workshop.

The speakers were excellent.

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The Seminar was basically good and it helped to broaden my understanding of the Negro and white alike. I hope this type program will be carried over into my school setting to include more people. (Ex., students, parents, lay people)

I would suggest for another program of this type that less time be given for lunch and that we also begin it earlier -- say 9 o'clock.

I think more literature like the booklet -- The Teacher in Integration; Prejudice, etc., should be passed out.

I think all main speakers should "tell it like it is." I had the feeling that one of the excellent speakers withheld certain phrases, words, slangs, etc., that he wanted to use. I felt that the morning session of June 21 was quite beneficial and more of this type session which should be held. Finally, it is rather difficult for a person in the whole group to ask a speaker a question, so maybe arrangements could be made so the small groups could bring back one or two questions from the group to the featured speaker for the day.

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The most valuable lesson I learned in this workshop was that of putting into practice the much used saying -- "Look at and see the individual as he really is rather than the stereotype." I feel that the majority of the participants have learned to cross many social barriers. The workshop provided an excellent opportunity to meet and discuss on a social level as well as on a business level.

I feel as though I have made at least a few friends of the Negro race.

The workshop was a marvelous thing which I hope will continue and with the quality speakers, guests, and consultants which we had.

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How I plan to use this:

1. Tell persons I come in contact with about the seminar--in my county -- outside my county and recommend others do this type of thing.

2. I would like to help organize a similar workshop in my county, to help parents and students understand their feelings -- get them out in the open and realize they are a part of their heritage that must be directed constructively and creatively for the betterment of mankind.

3. Try to the best of my efforts to project as a person that we have a wonderful people which must be united in a common cause to understand and love our fellow man.

4. Plan activities in my year program so that the ideas I have learned here may be used as an instrument to improve my own

life and the lives of the students I teach -- and the poorest of these students.

5. Involve parents of both races in the activities so feelings can be understood rather than suppressed.

6. Conduct discussion groups about what our community is like.

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During the Human Relations Seminar, I have had an opportunity to gain a wealth of practical information from the capable consultants, as well as to share ideas with members of the groups to which I was assigned.

Now, I understand the importance of being willing to listen to and understand people; and, most of all, to adapt my behavior to the realities that are learned.

Finally, I am aware of the fact that, as a librarian, I must be dedicated to the task of educating children -- all children.

I shall keep copies of the materials received at the seminar. Additional copies will be made and distributed to the staff of my school.

The bibliographies will be used, very definitely, as a guide for adding new titles to our library.

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This program has brought about a better relationship between the two races. We will be able to go back into our classrooms with a better understanding of our boys and girls. We discussed our racial problems and also hope to make better citizens of our boys and girls.

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I feel grateful, and highly benefited in having attended this Leadership Development and Human Relations Seminar.

The views of the outstanding personalities in the lectures, along with the questions and answers have served to enlighten me on many of the important issues of the day in our society.

The discussion groups have given me the opportunity of learning the attitudes of the opposite race concerning the Negro race. I have also had the chance to express my ideas and attempt to change some of the wrong concepts concerning my race.

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As a teacher of the public schools, and as a citizen of my community, I shall have a better understanding of the problems that confront us in an integrated society. With this understanding, and God's help, I hope to do a little better job in erasing the racial barriers and developing a society in which individuals, rather than races will be the chief concern.

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The Human Relation workshop has been a great success I think. It has helped me understand our problems better and ways of solving some of them.

The speakers have been very dynamic and helpful and the individual comments in group discussions have also been enlightening.

It would be an enlightenment to the community if this program could be initiated there. The integration problem would be greatly improved and helped.

I will visit the seminar next year wherever it's held even if I am not permitted to enroll again.

This teacher's seminar in human relations has given the participants an opportunity to hear, discuss, question and answer the various points and views on integration thus far used.

Both black and white have had the privilege to state their wishes and desires.

The whites have been informed that name calling such as auntie, uncle, etc., has been considered as not giving the honor of Mr. and Mrs. or Miss due to a black as is the case in speaking to a white. The blacks were told that these had been used by whites as terms of endearment and they had not used the terms in the sense that the blacks took them to be.

The blacks also informed the whites that they were not seeking social equality in marriage, but only the equality of opportunity in getting jobs, political leadership in the community and nation. I think this has been a factor (that is, marriage of the races white and black and vice versa) which has been a holdback in desegregation.

This institute has caused both races to think what is right.

It has given each of us, I am certain, awareness that integration itself is not the chief issue but the fact that the children of our country will be benefited by the integration of both pupils and teachers.

From the various speakers that we have heard we have received an undeniable impression, that integration is best for us all to become a strong united nation.

I believe as teachers of both races meeting and thinking together we will be strong leaders and be more able to cope with problems that may arise in the completely integrated schools. We will be able to talk more intelligently with parents of both races.

We have been impressed that the blacks have still felt inferior in many ways and the whites should help to alleviate this feeling.

The whites have been asked to give complete equality, with degrees in education, respect, courtesey, school functions, etc.

This has been a great experience for me, although I thought I was doing the right thing in regard to the race situation. I find there is still room for improvement' for me and others, also.

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This workshop has been quite beneficial for me for several reasons. The opportunity to share and discuss ideas, beliefs, and experiences with members of the white race has been most rewarding. My ears, eyes and mind have been opened to the recognition of prejudices that are embedded within me as well as in others. This workshop has caused me to take a closer look at myself and examine the prejudices and feelings that I have toward the opposite race (white). We will never understand, or even try to understand, each other until we can see for ourselves that people different from us can be trusted. Institutes of this type can be helpful to and should be offered for parents and students also.

I feel certain that when I enter my classroom in September I will carry with me a more positive attitude than I had at the beginning of this workshop. I will see each student as a person.

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The Summer Institute on Human Relations held for teachers and administrators at James Sprunt Institute has been very enjoyable and helpful to me. I have met new friends of both races and have heard their views on race relations, especially pertaining to the desegregation of the schools in North Carolina. The speakers have said much to encourage us in this new undertaking. I, myself, have had the opportunity to express my feelings and desires.

I am sure that this experience will help me next year and in the years to come, to understand my students better, to understand the parents and to help establish the proper attitudes among those with whom I come in contact.

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These have been two very enjoyable and informative weeks. I've felt that I was already very tolerant and understanding of the opposite race but I do feel that I understand better some of their inner feelings. Nevertheless, it did seem that the poor Negro was emphasized where the poor white was left out so often. We do have poor among each group. We had excellent speakers -- but some of both races seemed very antiwhite. My convictions are still the same -- God created all and that his will is for everyone to treat each other right and live Christian lives. If we are Christian, we cannot but desire for everyone to be treated on an equal basis. I've had good relations with the Negro children I've taught. My desire is to continue to do so.

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This program was very successful inasmuch as we were able to discuss the actual problems confronting us today. Many of these problems were solved and many need much longer discussions.

I do wish there could be other workshops of this type which involved parents, children and teachers.

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These two weeks of Human Relations Seminar are the beginning of a long road ahead. It has opened avenues of thinking for many. It has softened the minds of many both black and white. It has been a big magnified mirror that permitted many to see all the little or most minute blemishes in their own faces. It has softened some a very little and others a great deal.

This type of program should be continued yearly and even semi-annually. And some parents should be brought in. There are enough people in each county who need this kind of institute so it should be possible to have one in each county. But if the institute is staged in other counties I would hope that the same consultants would be given an opportunity to appear in each one.

It's marvelous. Please keep it up.

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The James Sprunt Institute was host to the Leadership-Human Relations Institute from June 16-June 27, 1969.

The fellowship at the Institute was very warming. Rapidly the blacks and whites found themselves working together in group work. Many discussions were both helpful to the blacks and whites for both groups found out they were misinformed on many problems.

I think that the speeches were very good and especially Dr. J. Himes'. He excited the whole group and gave out information that is very vital to blacks and whites.

Mayor Lee was well informed and is the type of speaker that we need at Institutes. He is good for both groups and has so much to offer.

The time could worked on -- 9:00 a.m. until 3:00 p.m. (instead of 10:00 a.m. until 4:00 p.m.). It takes a lot out of you to end a session at 4:00 and then drive one hour to your home.

This was quite a successful institute and I'm sure we all can say that we know or did learn something about our fellowman.

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I think a seminar of this nature has given us a chance to find out some of the teacher's ideas -- some problems which we will be faced with next year. We had an opportunity to hear some wonderful speakers. I especially liked what the blind man, Dr. Himes, said.

We, as teachers, are going to have to attempt to reach all the children in our classroom. Then we must stand up for what is right, whether we lose friends or not.

This seminar has made me conscious of more needs and disadvantages of the Negro race. And I had taught in a Negro school for a year.

In discussion groups I learned that other counties and communities have the same problems we encounter here in Duplin County, that we (as teachers) must recognize the fact that some children of opposite races have had a less cultural background than many of the whites. When we go into the classroom this needs to be recognized. We must recognize them for what they are, and prove to them that we really care. Color is not important to us.

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To me the Human Relations Seminar was very informative, educational and helpful.

I feel that I have gained information about my county and other counties that I would not have known if it had not been for this wonderful experience.

I had the opportunity to communicate with teachers of both races and feel that this has helped me to change my attitude toward desegregation.

As a teacher in the public schools I will be able to do an effective job, I think, since I have had the opportunity to attend this seminar.

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The workshop has meant so much to me. I hope to be able to help the teachers, principals and people in my community.

I hope to be able to reach the leading men and women in my community. I have learned when we both get together we learn and understand each other much better. I also hope to talk together about attitudes.

I have also learned so much from the special speakers who were on the program.

I wish some of these leaders could go to my community twice this school year to meet with the teachers, principals and parents. This, I think, would help me to aid in putting this program over in my community.

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The Institute was a success because of varied reasons. First, it enabled participants to become aware of their own feelings, actions and reactions to people, ideas and other things on the changing scene. Secondly, a look at respective communities was a pin-pointed device showing resources, problems and needs. Thirdly, the consultants, visiting authorities and just talked to each other contributed greatly to the development of new insights in our dealings with all people. Lastly, I am sure that the members of both races learned that change takes effort; and that it is expedient that everyone be willing to open both heart and mind in seeking and finding a solution to the problem that looms so large on the horizon.

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These two weeks have been most enjoyable. The atmosphere at James Sprunt Institute is good.

The speakers have been very interesting and most helpful.

Our small group discussions were very beneficial to all of us.

This workshop has given me some new concepts concerning racial integration.

I think that I am better prepared to go into an integrated school situation and have gained a better understanding of the Negro as an individual.

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The Human Relations Seminar was very helpful to me.

In this institute I learned that all people can live and work together.

There were many suggestions given in helping to put the program over.

The two weeks of this Seminar have been very informative and educational.

From our group meetings many facts were brought out. All people should try to live and understand each other.

The speakers for the two weeks were very informative as well as educational. "We should look at people as people and not the color of the skin."

I wish it were possible that this type of institute could be held in other counties.

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I feel we are more aware of problems facing us and have ideas on attempting to handle them as a result of this seminar.

Several of the speakers; Flowers~~, Lee~~, Himes, and Arwood were very interesting and knew their subject matter well, stuck to the material which they had, and tried to educate us rather than entertain us.

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I feel that this seminar has been of great value to me in a number of ways. First, it has created a better understanding of the feelings of the opposite races. This should enable me to better cope with problems that may arise in the classrooms.

Second, it has provided an opportunity for the whites to meet, mingle with, and hear the views of some affluent Negroes. This has been a great help in breaking down the "stereotype" that Negroes are placed in.

Third, it has provided an opportunity to meet and discuss problems with other members of our profession both white and Negro.

I think if this type of seminar could reach more people that it would minimize the problem of segregation. It is a very broadening program both in the field of education and social science.

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The Human Relations Workshop we have attended for the past 10 days has had a definite effect on the teachers. Our instructors have opened many new doors of thought that were not present before. Many people will leave with a better understanding of the situation which they may face this coming school year.

I hope that as a result of this workshop we can take some of these ideas back to our home community. If we stopped promoting these ideas when we get back home then we would have lost these two weeks. People (parents, businessmen, etc.) need to work together and try to work out some kind of solution of these problems. I feel that this workshop has been most worthwhile and I agree that we need more of these programs for the parents and other community citizens.

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This has been a period of reaffirmation of my views on the social and economic problems which my community and state must become aware of. I agree with most of the views expressed by the leaders concerning the need for the attendance of parents and students so that all segments of the community may express their views and discuss their problems.

The experience has been rewarding and I look forward to the possibility of attending other programs of a similar nature. The opportunity to meet with others from other communities and discuss problems and the possible solutions was worth the time required by attendance. In fact I feel a little let down now that the program has come to an end.

As to how I can use the things learned in my community, I think I shall be more qualified to discuss these problems with others and to understand their viewpoints and perhaps be a little more tolerant than I have been otherwise.

As to the school situation, we have been integrated for three years and perhaps this program will enable us to really become more "fully" integrated.

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This study was very informative and enjoyable. We as a group learned much about each other. We learned to feel as one lovely group of people and not as segregated races.

This study gave an insight into the ways in which people of all colors and incomes feel and operate in their respective communities under prevailing circumstances.

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It has been a profound education to have been in a Human Relations class here from June 16-27.

It has not only been informative but the social contact was helpful. I learned from groups that both races will have to do much soul searching to consider the interest only of the child rather than the teachers.

I do hope in our community we will have meetings to bring both races together for a mutual understanding which is the child and his education.

As a teacher I am willing to do my part in my area in any way.

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Since attending this seminar I find that I have a better understanding of the problems we find in the schools and in the communities. I have also found many ways in which I can solve many of the problems with which I may be confronted in the future.

This seminar has meant so much to me. It was just "too short."

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I have enjoyed this study on Human Relations. If this study had been offered to parents and leaders of our community, I think we could have accomplished more.

Much was accomplished in the smaller group.

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This is to say that I have gained a lot from this course in Human Relationships. I experienced many situations that I had never been involved in. I taught in an integrated school this past year, but in these two weeks I have gained a lot that I can use in my classroom for the coming school year. For example, I don't have a fear against whites -- I have erased it from my mind.

Now we are all people -- the only thing is that I am black and you are white.

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This course in Human Relations has been one of the most outstanding and vital studies of our human race. By utilizing the factors which have been so beautifully discussed we have been made to feel more secure in establishing ourselves as leaders and followers in our communities. This was emphasized in the small groups in which we met daily.

Education and specialized leadership play a great part in bringing our people together. The economic base is shifting rapidly and manufacturing interests must be developed to meet the economic needs of all races. Special programs should be planned to meet the needs for both races and for the localities in which they are involved.

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The seminar for these two weeks has been a great experience for me. I have heard expressions of ideas about both Negro and whites which I have never heard before. It means a lot to a citizen to know what the people of his or her surroundings have in mind.

Because of having this privilege, I will have a sympathetic attitude toward some of my (school children's) parents.

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The seminar on human relations was a success if for no other reason than the fact that it brought the people of the two races together on an equal basis. Here they got a chance to know each other and share opinions on educational and social subjects. It brought forth an awareness of problems and also, an awareness of the possible solutions for these problems.

Such a seminar will, hopefully, help deal with social and racial problems in the community -- both in discovering just what the problem is and how best to solve it.

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I enjoyed the course. Many ideas have been reinforced and many of my ideas have changed to a more liberal view toward the idea of integration. I came to class with no prejudice I thought, but learned I was seeing through the eyes of a white person and had more prejudiced ideas than I had thought.

I believe I shall be able to better explain differences and similarities between the races. I hope that ways to work out problems can be more harmonious as far as my dealings in the public school system are concerned.

I feel that many of the things said by the speakers have been distorted and not relevant to better relations. I have also learned perhaps that all black organizations are not militant in nature and would seek to overthrow any form of government. I have learned of many problems of the Negro and his views toward integration that I had previously not thought about.

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I feel that this seminar was a success. I also feel that it would have been more effective if (1) it could have been longer and (2) could have been designed to involve more administrators and more of the non-professional ill-informed people who are victims of drastic misconceptions about either race.

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To me this has been a very rewarding experience. I previously had experience with people of the white race before but never where they were able to express their feelings toward blacks.

I feel now I will be better able to cope with the problem in an integrated class. Up to this time I had really been dreading having to teach white pupils.

My only regret is that all superintendents, principals, boards of education, other teachers and parents were not here to participate in this workshop. Our work would be much easier if all these could attend such workshops.

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This institute has enabled me to further search deeply within myself to take a second look at my convictions. In searching I have been made to become more tolerant of others and have partially eradicated my stereotyped suspicions.

When I return to my own classroom situation, of which at present I am uncertain of the pupil racial content, I will be more cognizant of their individual differences imposed upon them by lack of opportunity.

I would like to initiate a human relations institute in my school on the high school level patterned after this one.

The success of this institute can be attributed to the competence of the consultants who were very profound in their presentations.

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The Human Relations Seminar has been a challenging experience. Many ideas and differences of opinion that I had have been changed as a result of lectures and small group discussions. It was emphasized by most consultants that communication is one of the best ways of attacking and solving problems in the school and community as well as with individuals.

We gained from this study that regardless of the color of the child, his background and what have, that we teachers are to do our best to motivate that pupil to achieve in the area he is best suited or rather most interested in, that he is a human being and should be taught as such.

I will share my experiences and material with key persons in my community and practice some ideas I have learned in my class next fall. I have thoroughly enjoyed every minute of the seminar.

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The Human Relations workshop has been very informative and resourceful. I think that many problems can be solved from the information that was given by the people from the various counties.

The institute was very fortunate to have well informed consultants to share their ideas and beliefs in helping to solve some of the problems. They exhibited magnificent performances.

It would be a wonderful idea to have parents, teachers, students and administrators attend one of these seminars.

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I have gained much from the Human Relations Leadership Workshop which was held at James Sprunt Institute, June 16-27, at Kenansville.

The contacts and relationships received through communication from expert lecturers, from different colleges, communities, government and civic organizations have been of inestimable and invaluable worth to me as a citizen who is genuinely striving to work with children, adults and different types of organizations to promote a better relationship and attitudes.

I will be better able to go back to my school system and community at large and continue to work to alleviate some of the problems that may arise during this period of revolution and reformation in world history.

I do believe that the Human Relations Workshops such as this one should be broadened to reach more of the populace such as parents, young adults, more of the school staff and ministers.

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This Human Relations Institute provided an excellent setting for blacks and whites to interact by sharing experiences formally and informally.

Interesting groups were devised through which informal discussions and questions were exhausted.

The institute has been well taken and skillfully directed. The consultants were adequately prepared to help enlighten the participants with some workable solutions aimed toward desegregation.

This will serve as an approach to some of the problems that might possibly occur.

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This course in Human Relations has taught me one thing -- Negroes are as prejudiced as white people. They are human beings as white people are with faults and good qualities. They are as likeable and lovable as white people. Some are as smart and some are as ignorant.

I do think the Negro brings a lot of distrust and ill feeling on himself by being touchy and on the defensive. They make meaning where there is none.

I sincerely want to treat the Negro as a human being and as an individual. I cannot and will not climb my wall of prejudice and drop over to theirs. They must meet me at the top of the wall -- climbing from their side.

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This seminar on Human Relations has been informative. It has given each one involved something to think about and something to work toward. There have been some very frank and open discussions in small groups and in the one large group. This has been good in that we, or rather I, feel that I have a better insight into the feelings of others -- this in turn gives something to work toward.

I think the Negroes have shown that they have prejudices just as the whites do. Some are willing to accept or to adjust; some aren't. They are human. Whites are human. The one who is best qualified is the one who is deserving.

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This seminar group is a fine gathering of a cross section of thinking people, interested in the furtherance of education. Considering our imperfections and differences, we are striving with our divergent ideas to arrive at a reasonable common understanding that public education is the answer to our problems.

One thing the seminar has taught me is that I am not making the problem, but I am helping to create a solution.

I've never heard of so many misconceptions in my life. There is a great need for many of these seminars.

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This course has been of value to teachers who needed the opportunity to sit down together and discuss common fears and falacies. As to helping me meet the problems of integration in the classroom -- I feel the course left much to be desired. I felt many questions and problems and truths were not brought to the surface. They are there, but we have "pussy-footed" around them. For example: (1) What must I do in the classroom to meet the needs of the Negro student to whom honesty, integrity, decency, etc. are just "white values"? (2) What must I do to help the Negro student who has made straight A's in his school and can not pass for me? (3) How do I explain to parents why our average on the Iowa Basic Skills goes down as integration goes up? (4) Must I lower the standards in my classroom to insure that the Negro students pass? I feel that Mr. Lee and Mr. Flowers came as close to "telling it like it is" as anyone present. There were several administrators from integrated schools who could have been utilized -- at least in the group sessions.

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I have greatly enjoyed this Human Relations Seminar. Many participants remained silent and benefited more than you think, while others expressed themselves and were embarrassed just because of their attitudes about the treatment of human beings.

This seminar was held in the right county, but I wonder if it will bring about changes in this community.

Teachers in any community should trust themselves to teach all concerned regardless of their prejudgements. Then we are attempting to educate and get rid of poverty that is a part of ignorance in all races.

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This seminar has been a great success. Where else could people of different races give their views and ideas -- whatever they are -- without fear of some kind of reprisal?

Some of the talks were quite boring and irrelevant to the purpose of the seminar, but this is to be expected when any group of teachers get together.

The main ideas have been expanded and expounded -- pro and con -- until everyone surely must leave with a better understanding of the problems of others, realizing that we all have problems which can only be solved by better understanding and communication.

These seminars should be expanded to include all areas of the population. Unless lines of communication are opened between different peoples all else will fail.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

These statements are not solely items selected by authors of the report but include a general summary of statements made by participants. Some of those were included in Chapter IV. These direct quotes, along with additional ones, from other sources both written and oral, are included in the summary below.

The stated objectives were achieved in part but not conclusively.

Two weeks was thought to be too short for this type seminar although the program proved to be very effective. Participants felt that the two-week period was too short and the program day was too long.

Small group face-to-face discussions proved most helpful in gaining person-to-person understanding. A majority of the participants saw the relationship between the large group lecture input speakers and success in small group discussions.

There was a majority approval of all leaders but one or two participants expressed reactions against each participating consultant leader. Some of this crossed racial lines; some did not. Some Negro respondents were surprised to learn that white consultants understood their problems so well. Some white respondents expressed appreciation at being able to listen to able Negro leaders. This was a new experience for them.

There was unanimous expression of appreciation for the leadership James Sprunt Institute has taken in filling this need at a community level.

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Opportunities for dialogue among white and Negro teachers on topics of race, which were previously avoided, represented a value gained for many participants.

Extension of this seminar opportunity to other non-participating teachers, principals and superintendents was a need expressed by a majority of the respondents.

More than half of the respondents recommended that follow-up seminar sessions be scheduled in school units during the school year.

A number of respondents wanted to attend another seminar next summer.

There was a general recommendation from respondents advocating similar experiences for parents, school boards, student and community leaders.

A group consensus recommended that these summer sessions be continued in order to help achieve human understanding among professionals of racially separate schools.

RECOMMENDATIONS

1. It is recommended that these summer seminars be continued each summer during the next several years. Assurance of their being held will provide a guaranteed summer problem-solving session for local problems related to curriculum and race.

2. It is recommended that a gradual transition be made from outside to local leadership. Over the two-year period emphasis has been given to this trend. By the end of a fourth or fifth summer seminar a corps of local leaders should be able to plan, conduct and evaluate the summer program with a small amount of outside assistance.

3. It is recommended that HEW approval of the next summer seminar be assured at least three months in advance of the time for program execution. This gives superintendents, principals and teachers time in which to decide the most effective use of this educational opportunity.

4. It is recommended that the racial mix continue as in the past with approximately equal representation from white and Negro groups.

5. It is recommended that a provision for follow-up discussion groups be made. These would be planned as a problem solving series of sessions scheduled for three to four times a year.

6. It is recommended that a relationship be established between the James Sprunt Institute Summer Seminars and the newly

formed Division of Human Relations of The North Carolina Department of Public Instruction Future program efforts should be made in consultation with leaders of that division.

7. It is recommended that a new kind of workshop be developed for a selected number of the more creative participants. This would involve only those who had had the summer seminar experience once before. It would take as an assignment consideration of curricular and other problems defined by the school officials during the school year. These would be discussed and analyzed. Techniques and timetables would be developed and presented to the school sending the problem.

8. It is recommended that consideration be given to dividing the large group into smaller groups for presentation purposes.

9. It is recommended that consideration be given to special sessions, oriented to the elementary, junior high and senior high participants.

10. It is recommended that ways be found to include membership from the non-professional segment of the communities so that they may be represented in these summer seminars.

APPENDICES

APPENDIX I

LIST OF CONSULTANTS

Dr. Dewey Adams
Professor in Adult Education, North Carolina State University

Dr. Frank Arwood
Chairman of the Department of Elementary Education at East Carolina University

Mr. Hubert Bowden
Masters in Education at A&T College at Greensboro; Principal of P. E. Williams School, Magnolia, North Carolina

Dr. James Edmundson
Dean of Applied Arts and Sciences, James Sprunt Institute; Doctorate Degree in Education, North Carolina State University

Mr. William Flowers
Consultant, now with University Extension, North Carolina State University; Author of the original James Sprunt Desegregation Proposal and Program Plan

Mrs. Margaret Glasgow
B.A., Converse College, Masters at East Carolina University; High school teacher at Wallace-Rose Hill High School, Teachey, North Carolina

Mr. Dixon S. Hall
President of James Sprunt Institute; Now enrolled in Doctorate Program in Adult Education at North Carolina State University

Mr. James Henry
Masters in Education at Cornell University; Principal of E. E. Smith High School, Kenansville, North Carolina

Dr. Joseph Himes
Professor of Sociology, North Carolina Central University, Durham; Now on leave to serve as Professor of Sociology, University of North Carolina at Greensboro

Mrs. Nancy Jordan
B.S., Livingstone College; High school teacher at Wallace-Rose Hill High School, Rose Hill, North Carolina

Mr. Howard Lee
Mayor of Chapel Hill, North Carolina; Assistant to Director of Duke Medical School for Recruiting Minority and Disadvantaged Youth

Mr. John Lennon
Dean of Men, North Carolina Central University, Durham

Dr. Selz Mayo
Head and Professor of the Sociology and Anthropology Department at North Carolina State University

Mr. Jerry Paschal
Superintendent, Goldsboro City Schools; Now enrolled in Doctorate Program at Duke University

Mr. Carl Price
Director of General Education, James Sprunt Institute; Now enrolled in Doctorate Program in Adult Education at North Carolina State University

Dr. W. C. Sanderson
Professor in the School of Education at East Carolina University

APPENDIX II

PAPERS AND SPEECHES DELIVERED BY CONSULTANTS

- A. Dr. William Sanderson (transcribed from audiotape)
- B. Dr. Frank Arwood
- C. Mayor Howard Lee (transcribed from audiotape)
- D. W. L. Flowers

THE DISADVANTAGED

Dr. William C. Sanderson
Education Department
East Carolina University

Good Mooring. (The class did not say "good morning" very loud). If I have told you once I have told you a thousand times and we are going to work on it until we get it right. Good morning. (They reply "good morning".) O. K., that is better! If you have to stay after school we will just have to learn that.

You are in for a treat today. I am going to talk to you again. We are going to talk today about the disadvantaged. Yesterday, we talked a little bit about race, individual, and collective behavior, and how we react.

As I went through the groups yesterday, I got a little feedback that perhaps we were talking about some things that were already out. Maybe too many of your race did not seem to be a problem. No I am not a sociologist. I am not sure you know there have been some questions about what I was. People have called me different things. But I would like to say that I believe there perhaps is more unintended discrimination than intended in our classroom and even among integrated faculties for the first time. It is going to take some time.

But all of the wonderful things take time. You know I thought of Joyce Kilmer's poem as I was riding down here. Poems are made by fools like me, but only God can make a tree.

It takes time to make things that are lasting and this gives us a great deal of stability.

One of the things that I wanted to talk to you about was teaching the disadvantaged child. I want to use some big words. The tape recorder is on so we will talk about them later and try to find out what they mean. But several times yesterday, people talked about the differences and it boiled down to Negro and white children.

What are the differences? What are your expectations? People have a tendency to do what is expected of them.

I think I took this from Mr. Paschal, Superintendent of Goldsboro City Schools. The teacher wanted to know what the I.Q. scores were of the pupils. The principal just couldn't get around to getting them for her. So finally one day after three or four days she went in (The principal was busy watching the World Series or something) and found a list of her students with the numbers out to the right, you know, 109, 110, 98, etc. She said, "Good, now I can teach." A week or so later he came down to see her and said, "Listen, I never did get you those I. Q. scores." She said, "That is O.K., I found them." He said, "Well, I have them here." She said, "Well, I have them." He said, "No, what you have are their locker numbers." But it seemed, you know, after she got the scores it made a great deal of difference.

Now I would like to talk with you today about two or three things. The people yesterday said there is difference. And it reminds me -- I had this in my speech yesterday which I did not get to -- about the reconstruction days when the Northern teachers came down to enlighten the recently freed Negroes. Some of them said the Negro is far superior to the white man. Others said he is stupid and there is no way you can help him. They ranged from one way to another depending on who you talked to. And we haven't come a very long way I don't think. We put up fences many times when we say there is no difference or there are differences. So let's look at them as objectively as we can.

One of the things we talked about race yesterday is we emphasized differences more than similarity. The Negro child, the disadvantaged child, whether he is black or white, if he is suffering from poverty, I think, suffers from many of the same problems. And he does have some special needs, but when we talk about the disadvantaged, if you get no other point, get this. We lump all the disadvantaged into one group and say that everybody that is disadvantaged is suffering from the same ailment. This could not be further from the truth.

A person who has no money certainly suffers from a lack of money. And there are many similarities in this type person, but he may have emotional problems. He may have health problems, suffering from malnutrition and many other things. They are just as different as anybody else so we cannot lump all of our people together any more than you can the ones from the high income, or the middle class or what have you.

But the new philosophy in education today -- and you have heard a lot about philosophy -- and we college professors are famous for that. We have many times perhaps escaped from reality by going into philosophy theory because that is something somebody might believe and you can't prove.

But we are going to try to talk today about the new philosophy. And I believe it will have relevance to you. The new philosophy is simply to get everybody through twelve years of "free" schooling. Now immediately you say social promotion. Education is not for everybody. But the people -- the thinkers in this country; Jerome Bronner, Martin Dodige, and many of the others -- who have studied this problem believe that we must get them through twelve years of schooling one way or another. Now you say, "Well, why?" Of course, the answer is very simple.

The person who is unskilled today, who has no skill, is headed for government assistance. He is headed for unemployment. He is headed for futility. This is something! There is no employment today for a man who was formerly employed making two thousand dollars or three thousand dollars a year, and in the same company today two or three people are paid fifteen thousand or twenty thousand dollars a year for one purpose. That is to eliminate these merial tasks. If they don't eliminate them, they get a new job somewhere. So you can rest assured that many of the tasks that were formerly done by people with little or no education simply are not in demand now.

You can imagine, of course, there are many reasons why. You don't have to pay retirement on a machine. The technological revolution -- that is what has brought it about. The labor simply is not there.

We perhaps have mentioned this before -- a ditch digger. At one time a ditch digger was the lowest man on the totem pole. That is not true any more. Today we can go to Wilson Technical Institute and study for six or eight weeks, maybe a little longer, and learn how to operate a dragline and make a tremendous amount of money. They make more than school teachers make. Economically we can make it. But there are few such jobs and they are rapidly disappearing. The jobs for high school trained people are much greater.

Someone has said we have to retrain the average high school person five times. We are training children now for jobs that are yet unknown. We don't know what they are going to be doing, but we are computer oriented and technologically oriented. We are not saying everybody ought to be a computer programmer. We are simply saying that they ought to be kept in school for twelve years and given a saleable skill or training to take them on into something else. This is simply a must -- it is something that has to be done.

Now we would like to say that this is a good humanitarian American way, and it is. This is a positive way to look at it, but yet really the crux of the problem is that we don't need these people any more in the labor market. Society is saying you folks keep them for twelve years and educate them. Do something with them. And this is good -- we want this. We want the responsibility because along with responsibility comes the money and this is wonderful. Now society is also saying that you educate them or somebody else will. We will do it one way or another. And the public schools -- and we are talking about them, and I am part of them. I spent my entire life in the public schools -- the first twenty years trying to get out of the twelve years of schooling in the public schools and since that time trying to help other people get through. And I could tell them a lot of things what not to do and what to do, but there are some times in the public schools in education we have not been as democratic as we would like to think. I hate that the tape recorder is on because I would like to close the doors and talk just among us girls and gentlemen.

I have told you that here on the board is a chart. This was taken from the U. S. Office of Education Publications, The Subcommittee Hearings for ESEA.

Most people say listen to the dropouts. The school is a good place and it is. Teachers I think are the most wonderful people in the world. I mentioned yesterday at the lunch break with some of you I would rather have a group of teachers sitting at the pearly gates when I try to get in than anybody else. I think they would look at it a little more objectively. I would prefer them to doctors, lawyers, or any other profession. But many times we say that the dropouts just don't have it. These statistics do not show that. 31% have an I. Q. of 85 or under; 15% have an I. Q. of 85 to 89; and 48% have what we call a normal I. Q., from 90 to 109; and 6% have 110 and over. Many of these youngsters drop out also. Well, 6% of the dropouts are in this category. This is not a course in statistics but if you will look you will see that 48% and 6% added together means a little more than 50% of the youngsters. Half of the ones that drop out are normal or above. That is about the same as the ones who stay in.

Somebody has said that the school is a little bit similar (and I really hate to say this -- it is a little bit similar) to a prison. You know there are many similarities. One of the nicest places I have ever been, by the way, is Joliet Prison. I spent a little time there. It is a fine place. There are some fine people there. I asked them how they got there and one of them said -- Oh, let me explain. I was just visiting. I was playing on an Air Force athletic team and we went to play them one time. But it was not a home and home deal. You just visited them They did not return the visit -- he shot a neighbor. I said, "What in the world? You are one of the nicest guys I have seen. What's wrong with you?" He said, "Well, I came home from hunting one night and my bird dog ran over in my neighbor's yard, and he kicked him. I just shot him just like that before I thought." You know, that could happen to the nicest guy that you know -- me. I hunt a lot, After that I always put my gun in the case when I came home. This taught me a lot.

The schools and the prisons do have some things in common. Both are social institutions. We spend a great deal more to keep the man in prison that we do to keep him in high school, however, or to educate him. But in prison, the institution or the school, and a prisoner of war, let's take that, a prison of war camp. One of the things we instill in our children-- our boys -- is to get out -- to escape. So many of the dropouts maybe. This is a carry over. They want to escape.

Somebody has said the children must fit in, flee, fight or fossilize and I believe that. They must fit in, flee or fossilize. If we don't have a program for them, a curriculum that they can fit into, then they can flee one or two ways. They can withdraw and refuse to participate. They can fight it and many of them do, or they can just tune you out, like the boy we talked about yesterday who said, "Go right ahead with your teaching. You are not bothering me." He is putting in his time; he is staying there.

Now one of our biggest problems with the disadvantaged is communication -- talking. They are non-verbal. Somebody has said that you can treat the disadvantaged and his test scores almost synonymously with his non-verbal ability, his lack of communication. And I thought of this story of a man that had this problem. He was very smart but he couldn't communicate. He could not get his point across. So one fellow told him the thing to do was to talk to people about their children. Everybody likes to talk about their children. Ask them are they married and this will get you off on the right foot. So this one fellow walked up to this young girl and said, "Are you married?" She said, "No." He said, "Do you have any children?" Of course that didn't go off at all. He saw another one and he said, "Do you have any children?" She said, "Yes." He said, "Are you married?" Well, that didn't go over either.

The cultural differences -- the backgrounds -- what you can expect of a child. You can expect anything you want to of any child. Expectations of the teachers are very important. What you expect of them, but you can't expect the impossible. It has to be obtainable. The possibility of success as the child sees it. If not, he is not going to work at it. You must take into consideration the cultural differences. What are you talking about -- cultural differences? The fact that he is hungry maybe and you say he will steal -- he is a thief. The fact is that he didn't have anything but a pepsi for supper, didn't have any breakfast, it is 11 o'clock and you don't eat until 1 o'clock in this school. You are talking to him about reading, writing and arithmetic and he is thinking of something else.

Schools must become success oriented. We say, "Son, if you don't do this you will fail." Well, this is a cultural thing. What does he care about failing? That's all he has ever done. He has had plenty of practice in failing. You don't scare him.

My children get a dollar from their grandfather for every "A" they make. We look for that "A" just like an "A" meant the same thing from every teacher. But "A's" are important. You know and I know that if a child gets C's that C's are not average. I don't believe it is. It may be in your class but in most classes C is not average. They need to make A's and B's, if they are going to make it.

But we tell the youngster, "You must make good grades." "Don't fail." But this child, his daddy says, "Well, Son, I know." "I went through the same thing." "I didn't make it either." It doesn't bother him when he fails. He is not success oriented.

There have been many studies in which we say the parents don't care. But there have been many studies that show they do care. They know what you and I know, and that is if they are from a poverty home suffering from stimulus deprivation and he is in the eighth grade and two years behind his grade level there is nothing there for him. We must become success oriented. Teach him where he can succeed. Now don't ask me how to do that, because that is what I am going to ask you.

What does the average parent who has been working all day think when he comes home and his son says, "Dad, my teacher called." "She wants you to call back." He thinks, "What did you do today? What have you done wrong? Why?" Why? Because we don't call to say, "Johnny, you should have seen what Johnny contributed to our class today." We must orient the schools on success, I think. And finally I would say that cultural deprivation can be considered synonymously with language deprivation, the fact that they are not verbal. They do not verbalize.

We should get him at the earliest chance. The first opportunity so that we don't have so far to go back. It costs more money and the most important part is that it takes a great deal of caring about this individual. One of the most important studies regarding how you do this and the thing people say, "Well, they just don't want an education." They just don't want to be educated. They are interested in sex, and alcohol and the dollar, that's all. Of course, I can talk about alcohol and the money without any problems. But you know what the law says about the others in schools. The point is -- in Santa Ana, California, I visited out there one time as an expert and they had a group of people -- high school dropouts. They were terrible by our standards. They had a family day. The girls brought their babies to school. They weren't married, but they had a parents day. There were people who had been in prison, who had served time, and dope addicts. They took the most corrupt they could find and gave them a chance. They said, "We will get you through school if you will stick with us," and they did. One of the things that they found was that they had to have somebody that they could call anytime during the night or day to talk to when they were faced with some of their problems. They said, "It doesn't matter. I am your guidance counselor. Call me anytime." And it worked. They got through, but the problem was when they got through high school they didn't stop calling them. Right on up -- 22, 24, 25 years old they were still calling them. Because they had communicated to those youngsters that we are sincere, that we care about you. We are here to help you and you call on me and I will help you. You can confide in me. You don't tell a student I care about you until 3 o'clock. After 3 o'clock it is every man for himself. I care about you until you graduate and then that's it. Do not accept the fact when people say they don't want an education. This simply shows the cultural difference in us.

There was a first grade teacher who had a little boy in her class that she couldn't get through to. One day he wore a pair of shoes to school that were too small. He was proud of his shoes and wanted everybody to see them. He couldn't walk too well because his shoes were too small. His toes were cramped. So being a good teacher she said. "Those shoes are so nice. Let's put them up on the window sill so everyone can see them." During the day she got him another pair of shoes. She always shook hands with everyone after school, but the little boy would always leave through the other door. That day after everyone had gone he came back to shake hands. I think this is significant because it showed she had gotten through to him.

Another teacher in the same school had a problem with an older student. She came home every night almost in tears because she couldn't get through to him. This boy had been to reform school. This boy was a terror. After a month or so I asked the teacher what ever happened to Johnny? "Why aren't you upset any more." She said, "No one ever understood Johnny. He is a good boy. He can raise the flag and lower it. He really cares. He is reading on a second grade level, but he is one of the best art students I have. He can keep everybody in line in our play. He can't read very well but he can recite everybody's lines." This sold the teacher on Johnny.

There was another girl in this school that talked. If you asked her a question, she would answer it and that was all she would say. They were going to have a play and she wanted to be the fairy godmother. One day her mother came to school and told the teacher how disappointed Susie was because she couldn't play the fairy godmother. The teacher said she asked for volunteers and Susie didn't volunteer.

So Susie played the part and became an entirely different person. Of course these were three success stories all with the disadvantaged.

There are five things that make education saleable to the disadvantaged and the affluent:

1. Education is the best weapon of defense. Who is the enemy? It may be disease. It may be your neighbor. It may be the Russians, but no matter whom, education is still the best weapon of defense.

2. It's the best vehicle through which societal objectives can be obtained and maintained.

3. It is the surest eradicator of poverty. I know some educated people who are educated beyond their intelligence. I know people who are suffering from poverty that have a formal education. But of any one thing I think education is the surest eradicator of poverty -- economic poverty, poverty in thinking and poverty in acting.

4. It is the best assurance of employment and employability.

5. It is indispensable to religion and morality. It's the best foundation for over-all human happiness.

Of course, I know you will desagree with some of these things. Some religious people are not educated, and some educated people are not religious. I don't care if you agree or disagree. I just want you to look at them and think about them.

Where did this come from? "Give me your tired, your poor, your huddled masses yearning to breathe free. The wretched refuse of your teaming shores. Send these the homeless timid tossed to me. I lift my lamp beside the golden door.."

We know that the golden door to freedom and prosperity does not rest in the New York Harbor. It rest in the schools of America. Freedom perhaps is only in the minds of men anyway. If freedom and prosperity are help for the wretched refuse -- then that is what we are -- we are the melting pot.

Now listen to this. I have taken this to the psychologist and the psychiatrist. I visit them quite frequently. I am trying to get them to repute this. The President's panel on mental retardation (this was in January 1966) reported that out of five and one-half million retarded persons in the United States four and one-half million of these retarded have no organic pathology and are retarded because of exposure to an environment that destroys the learning capacity of an otherwise normal child. Out of five and one-half million four and one-half million could be helped. I just didn't believe that. And I asked for help, but I can't get any of the "experts" to disagree with that. They agree with it.

The school must revise its curriculum. Change more than a report card, but change a philosophy. Changes come slow and change comes by changing people, not things. We know this because in 1965 we bought a lot of equipment with ESEA funds. Overhead projectors, movie projectors and this was supposed to change, but you change by changing people. People change slowly. If we are going to do it slowly we need to hurry slowly because I don't know how much more time we have.

Everytime I go down the hall I hear that maybe I am talking about solutions to problems that are not the most pressing for you as teachers in new integrated or desegregated situations next year. For example, just now someone said, "My problem is that last year I lost my job because I could not handle a group. I was a white teacher sent in a predominantly Negro school. I was too easy on them and I could not control them. They got away from me and I got fired as a result." I think that you as a teacher must demand respect. You must set up the outer bounds. No matter what color a child is, he is going to find out where outer bounds is.

CURRICULUM

Dr. Frank Arwood
Chairman, Department of Elementary Education
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The definition of curriculum is the sum total of all experiences that a child has in school or out of school that contribute to his total growth and development that is under direction of school staff. If we don't have all of these criteria it might not be curricular at all. Someone asked me one time if boys matching pennies in the bathroom is part of curricula. I don't think so. I would consider varsity football as curricula. The school newspaper, the math class, just about anything the student is learning that is going to help him and that is sponsored by the school has to be considered curricula.

If we go back and study curriculum from the early days of education in this country, we find one form of curricula -- particularly used at elementary school level -- that supposedly is not best today but is still being used quite a bit and that would be the separate subjects. Some people refer to this type of curriculum as the "pull and get curriculum." To get a better idea, let's think about studies we should have to make in elementary school situations and what is one subject that needs to be taught at elementary level. reading. another? arithmetic. another? handwriting. What else? social studies -- history and geography, science, spelling, language, music, art, health and physical education -- twelve different areas of learning at least that need to be offered to boys and girls. Now we must get all these in elementary school to provide a balanced curriculum for students.

Look at the State Department's recommendations for a school day. They show us we need six hours of instruction free and clear of lunch, rest, and recess. This gives us 360 minutes.

Let's look at what we are putting into the curriculum and what has to be taught in terms of diminishing returns for the amount of time put into it.

Decreasing returns for the amount of time involved. O.K., We have got a unit in spelling. Here are 23 words. We have got to study them this week. I will pronounce them to the students on Monday. I may even make a sentence with them so they will understand. We will talk about the meaning. On Tuesday we will work exercises A, B and C on paper at home. Then we will check them on the board. On Wednesday we will do exercises D.E, and F. We will have a trial test on Wednesday and then finish your exercises on Thursday.

I am having the trial test so that each student may know the words he can't spell and spend time studying and working hard on those so that on Friday when I give the final test everybody can do well on it. It's going to take a half an hour or more everyday to do this spelling.

In my class on Monday morning there is going to be one who can spell every word. So for the rest of the week I have got him marking time with everybody else. On Friday he misses one because of carelessness.

If I were the teacher, I would make an announcement that the spelling test will be given on Monday. The ones that make a hundred will not have to worry about spelling on Thursday and Friday. They will have to do the exercises because they need them. But take those students and give the spelling exam on Monday. If they make a hundred, then say this is wonderful.

On Thursday and Friday, let the students that made a hundred do something else. They could read a book and write down the words they come across that they used in these spelling lessons, or they could write a letter to a friend using the spelling words. Keep the students that know the words busy while the teacher helps the ones that just can't get the words.

Look at this decreasing return than and say how much time am I spending on something when I could do it in half the time, in a fourth of the time or maybe I don't need to do it at all.

When we are planning our curriculum, let's plan it in terms of difficulty with our community and our children in mind. Let's put those things in our curriculum that are too difficult to be learned outside of school. Leave out those things that can be learned better outside our school and in the communities. Why bother with those?

Let's think of putting things in our curriculum that will meet educational shortages. The knowledge, the skills, the aptitudes, the abilities that we find lacking in the general public.

Now if we were in a totalitarian country we would not have to worry, because the government officials of that country would say all of the children coming through right now will be trained for a particular profession or occupation because this is what we are short of. This is what we need. In the democratic society that we have we say that every individual can study and train and prepare himself for what he wants to be. Whether he wants to be a brick mason, a brain surgeon or what. But in setting up our curriculum we can try to meet the educational shortages in what we are teaching, so the students can go into professions and skilled occupations where the need is great. And I would say that one or two in North Carolina would be medical doctors or dentists.

Keep these things in mind. What are the knowledges? What are the skills? What are the aptitudes? What are the abilities lacking in the area in which you live? Aim the curriculum to some extent to meet some of these educational shortages. Now again in the lower grades or even in the middle schools you won't teach for a particular skill or profession but you will teach to the background knowledge and concepts that can be called upon to go into this.

So many of our boys decide as they come out of high school to become an engineer. They head off to a good engineering school and they are back home at the end of the first year, not because they don't have the ambition, and maybe a lot of know how in the field of engineering, but they can't pass the math courses.

Look at our educational shortage. If we have people that need to go into engineering or other areas that require good math, why shouldn't our math teaching at the first grade level be good and on up through, to meet this educational shortage. Well, generally, there is my idea on curriculum.

We are going to go some more from here. We are going to take some other ideas as we go along. How do we accomplish these things? When we have a curriculum, how do we get the school organized to do this?

What's new in schools right now? How many of you have heard that you will be doing non-graded and team teaching this fall? Well, non-graded is not so brand new. They were doing it in the 1600's, the 1700's and early 1800's in this country. They had good non-graded schools then. We quit doing this about 1848. By about 1874 we had no more non-graded schools. Instead of calling it non-graded in the early years, it was called the one-room school house. Some would study one thing, while others would study other things. Non-graded in its perfection, because you took every child where that child was ready to learn and moved from there. Some moved in what we would call today three or four grades in one, three, or six month school session. Of course, we got more modern and some of our educators went over to Europe to see what was going on over there. We went to Germany in 1850. Germany had it made. They had so many students going to school they had to divide them up into groups and they said we will make it a graded situation. So they began to prepare the text books. It looked good to the United States. The United States adopted it.

Non-graded in the way that it is done now may have some new techniques. It may be more effective, but it is not anything brand new.

Team Teaching.

Team teaching was started in 1716 actually by a preacher, Alexander Bell, not the one that invented the telephone. Alexander Bell, an Englishman, was sent to India to be the chaplain for the British troops who were in India at that time. His second duty as a chaplain was to teach school to the orphans and dependent children of the British soldiers over there.

He set up a school and he had lots and lots of students for just one chaplain to do the teaching. He thought about it for a while and he said there has got to be a way to do this.

With his beginning group, his ABC group, he found one little boy that was smart, a little boy named John Friskan. So he got the idea that he was going to teach John his lesson in ten or fifteen minutes, and then he would send John to the back with ten or twelve, who were in the ABC group and let him teach them. While John taught them Mr. Bell worked with the other boys. It worked beautifully. So the next thing he did was to divide his whole school into group of ten. He picked the bright ones and made them monitors. He would teach the monitors and they would teach all the others.

It worked so well that he wrote a paper on it and sent it back to England. It was printed over there and nobody paid any attention to it for a while. Then some man in England who read more than others, a fellow by the name of Lancater, read it and said this may be a pretty good school organizational idea. He began to talk about it. He began to get the idea that here is a new teaching method. And so they set up a monitorial method and it is still in use. This was the beginning of the idea of team teaching.

Teaching machines with program instruction -- pretty nice. They have one out in California that costs a million dollars. It teaches about twelve students in the morning and twelve in the afternoon. We have some that you can buy for probably a dollar. The machine, because it consists of no more than a manila envelope. Then there is one the encyclopedia sells. It costs about $75.00. You get a box of programs with it that you put in the machine and you start to work as a beginning arithmetic student and work your way through algebra, at your own rate of speed, without a teacher.

You think up some new idea, get your name in the professional journal, be the instigator of some new way of learning -- the easiest way to do it is to go back some two, three or four hundred years ago and find out something being used then in teaching and bring it out again. Dress it up in modern language and say, "Hey, this new." Everybody will jump right in, and you are the founder and creator of a new method of teaching.

Right now if you want something that is really new, go to Massachusetts and look at the project method that everybody is going wild for. The project method of teaching -- you work out these contracts, these projects. Each student can work at his own rate of speed. For this month he is supposed to finish so much in each of these different areas. He can go to this center or that center and work. The teacher is around as a guide. People are adopting it. You can find it being used in Greenville and a number of places.

Almost anything that has been done in education has been done before and it is coming out in a new dress.

Let me answer the question for you, instead of asking each other. Where did he get the authority to stand around and talk about these things this way, and what book has got all of this in it? I will tell you the honest truth, I don't know much out of the books. I started teaching in 1938. I started teaching third grade because that was the only opening in school for a good coach. My third grade class consisted of students from ages 8 to 14. Fortunately for the poor children and my own sanity too, I had gone through school at East Tennessee State University in Johnson City where at that time you had to do observation and student teaching in the elementary school for a quarter, and then observation and student teaching in the high school for a quarter before you could graduate and get a teaching certificate. So I didn't have too much difficulty with third grade. I had a good supervisor who had excellent ideas and who helped me out.

The next year I went to the fourth grade. The third year I taught a combination of fifth and sixth. I taught a combination of seventh and eighth grade. After the war I taught in junior high school. Then I went to the high school and taught tenth, eleventh and twelfth grade in high school.

So the reason I can talk to you the way I have is because all the short comings and mistakes I have pointed out I have made them. I learned the hard way what will work and what won't work.

With that third grade I divided into two groups the arithmetic class, because I had to. Some were pretty good in arithmetic and others were weak. I took the weak because I was supposed to be the smart teacher. I took a 14-year-old boy named Dewey in my class and made him the teacher of the top arithmetic group. Because he knew arithmetic those students learned more from him than they ever would have learned from me. Because anytime they gave him a hard time in arithmetic class, you just wait till recess. They were afraid of Dewey. They learned from Dewey.

Now on the other hand when I set up the reading groups -- the reason Dewey at age 14 was still in the third grade was because he couldn't read -- he was in the lowest possible reading group, and couldn't read there. But when I put Dewey as assistant teacher in arithmetic and these students were looking up to him, and then he had to suffer the humility of going down and sitting in the little low reading group, Dewey started to learn. By the end of the third grade we may have stretched the point, we put him in the fifth grade the next year. He could do the work.

I only had one problem with Dewey and Walter. Walter was not quite as good as Dewey, but he was also 14. And we did move them both up. But my problem with them that year was that every weekend, as soon as school was out on Friday, or early Saturday morning, they would catch a coal train, hobo from East Tennessee down to Spartanburg, South Carolina, wander around panhandling for food, sleep anywhere they could and catch a freight train home on Sunday and show up for school on Monday morning.

I didn't think that this was curricular. I didn't think it was a worthwhile activity. But fortunately, I had control over the weekends, too. Dewey and Walter played tackle and guard on my junior high football team even though they were fifth graders. Dewey and Walter got this message -- you hobo the trains one more weekend and you sit on the bench for the next football game. They didn't believe it. The next Friday afternoon we played football, and Dewey and Walter sat on the bench. They cried because they didn't get to play in that football game. They didn't catch anymore trains until the end of football season.

Every school system has some ideas on grouping. There are just as many ways of grouping as there are people with ideas. Frequently you hear about ability grouping. Let's group on the basis of ability. We call it homogeneous grouping -- grouping like students together. If you have a heterogeneous group of children, you just throw all the children at this grade level together and try to teach. You have a wide range of achievement. If you heterogeneously group through testing and so forth in order to narrow this wide range, you will narrow it by about 10 percent on both ends. You will cut it down about 20 percent in homogeneous grouping, because you just can't really homogeneously group -- except in terms of one factor. You can't even homogeneously group in terms of arithmetic, even though it is one subject.

I don't hold too much with the idea of grouping within a particular school. And say, give this teacher all the good ones, this teacher all the average, this teacher all the slow. The supposedly good group really is still a broad range. But the teacher says, "Oh, I have all the good ones. Therefore, I only need one text book, make one lesson plan and teach them all at the same time." The average teacher says the same thing.

The teacher of the slow group says, "Oh, I will do the best I can!" The slow ones sit and look at each other and say, "I am dumb and he is dumb. I can't learn from him, and he can't learn from me so I just mark time and drag through." The A group gets snobbish and bored.

If I were the principal and had three classes of fourth graders, here is how I would group them. I would pick the top fifteen, the next fifteen, and so on down until I have six groups of fifteen. Here is the way I would want to see them done. Mrs. Smith, Mrs. Jones, and Mrs. Brown, -- I want everyone of these teachers to have a group of students out of the top half of this class. Give Mrs. Smith the A group. Give Mrs. Jones the B group. Give Mrs. Brown the C group. I also want them to have some students from the bottom half of the class who can learn from what the smarter students say and do. So I am going to give Mrs. Smith the D group because there is not so much difference in the groups that they can't work together in social studies, science health, etc. But they will still need to be grouped for arithmetic and reading secondly. I will give Mrs. Jones the E group, which is not too far removed from her other one. Mrs. Brown is going to get groups C and F. This is the way to ability group. Don't pull out all the good ones.

As you can see I am not too sold on putting all the good ones together and all the weak ones together. And I definitely won't stand for this, where the teachers at the end of the school year go in and this teacher picks out the ones she wants, and this teacher the ones which she wants, and the other teacher takes what is left.

Put some good ones with some weak ones, because the weaker ones learn from the good ones. The good ones have an opportunity to develop their skills more in learning, in showing, in telling, and even acting as helpers to the teacher in helping the weaker ones.

At the high school level we have to look at it from another standpoint. There will be some grouping from the students themselves in terms of the courses they take. Let's take the courses everybody has to take: English I, English II, English III, and English IV. Those that can do well and who are going on to college should take good strong English I, II, III, IV program. The average group should take an English program that is at their level of learning. The weak ones who come through and are still reading on a fourth grade level, you don't put them in the college preparatory or the general English course. You teach them the things they need to know which are reading, writing, oral expression and written expression. You teach them the English they have got to have to get through school and be a worthwhile contributing member of society. And you call it English I, II, III and IV.

Learning activities that you use -- notice I keep saying learning activities. We talk about learning experiences, but the only way for a child to have a learning experience is to be involved in a learning activity. Every child should be mentally active all the time he is in school each day. He should be physically active at least 50 percent of the time (more if possible) in learning. It has got to be learning activities.

What are we going to do with our gifted children, with our talented, and with the ones who are doing so well that you just can't keep them occupied? In the past we have been known to let them skip grades. I don't believe in skipping those grades. Because every time you skip a grade you lose those basic skills you need to learn in arithmetic, in word attack, and so on and so forth, that you have to have to build the next group of skills on.

I will go along with acceleration if they can move fast enough. If they can move through a program and move on to the next program and go right on, let them.

If you want a good learning environment, an effective learning environment, here are certain things to keep in mind. Have a relaxed atmosphere in the classroom. Where the student is able to question something that he doesn't quite understand or agree with, is able to work with a neighbor or work with a group, a student is not afraid. Emotional insecurity comes from some of this fear in a classroom.

I want the learning situation so that they can learn. If it is too hot in the classroom, what is going to happen? They are going to go to sleep, or they are going to get noisy. If they are uncomfortable, they can't learn well.

Teacher attitude and community attitude are important too. The principal sets the tone. I can almost go into a school that I have never been in before and know what the attitude is before I ever meet the principal or the teachers. It shows up with the students you meet. You will find the principal and the teachers have about the same attitude.

"OUR SICK SOCIETY"

Mr. Howard Lee, Mayor
Chapel Hill, North Carolina

Talk About "Big Push for Change"

Is it Revolution or Reformation? This talk is to be used here for you. I want to lay it on the line. This is where conditions are at this time. Until we can speak honestly and face squarely difficulties ahead of us, and find in ourselves strength to come up with imaginative and creative solutions, we will be asking ourselves if it is revolution or reformation.

I'll be happy to discuss any points I make here and stay and answer questions or elaborate further on points. If you don't want to take notes -- fine. Just listen. This speech is just for you. I hope it can help your attitudes and carry impact so you can carry it to friends and back to classrooms. This is where it begins -- with the individual.

We heard a lot during the early days of desegregation about how you cannot legislate attitudes. No one argues that point. No one ever said that they wanted to legislate attitudes. We only want to legislate conditions, because attitudes follow conditioning. To me there is true we cannot legislate integration, but we can legislate desegregation which is followed by intergration. Integration is basically an attitude and is not a concrete thing that one can touch and feel. We live in a sick society, and that is the first thing we might as well face. And although I am able to stand before you and bring you greetings from what

I like to think is the most progressive city in North Carolina, in the South and in the Nation, it too is part of a sick society. And my city itself has many ills that must be corrected. Whenever crisis has to be developed in order to get action, we live in a sick society. Every situation has moved to the point where people have to go on strike or demonstrate in order to get decent wages. We live in a sick society when we find that our young people in school and community feel they have to take their grievances to the street. We might as well face it -- we live in a sick society.

In May 1954, the United States Supreme Court handed down a historical decision, the Integration-Desegregation Law, which stated in effect that school systems throughout the country had to open doors to the Negro youth and that they were to have support for education. That was about fifteen years ago, but today about 95% of Negroes in the South are still in segregated schools. Many black schools now stand vacant. The number of black teachers and principals in schools still is very low, and so we have to face a fact that something is wrong. Not too long ago in Chapel Hill white teachers walked in and asked for a job and were told that they were sorry but the school system had to hire some more black ones. So we see somewhere along the line somebody did not do what he was supposed to have done.

I lay the groundwork by saying that we live in a sick society, because what happens in this affects very directly the educational institutions, the learning process of youths and the problems brought into the classrooms.

I get tired of people saying it is the teachers who are problems, although there are some problems there. I think it is the community and the school, and the teachers just happen to be in a situation where they reap the effects of the problems in the communities.

I think our attempts to move with desegregation or attempts to help people to change is like trying to lead a bank robber from crime by helping him to steal just a little bit more each year. I think we have to get beyond that.

We are hung up today on interracial labels. Should I use label "Black?" "Negro?" "Colored?" " White?" or just what should I do. We are not quite sure how we should relate to people and this creates barriers to development of relationships. It seems more acceptable now to use labels black and white, because that puts everybody in a category. And that creates the big gap that it seems like we have been working toward all these years. I hope someday we can get to the point where we can use names and not continue to fall into traps.

Black leadership now needs to be developed, but it is difficult in these times to develop black leadership because people who have potential are not coming out. But he who insert himself in leadership positions finds himself caught between the devil and the deep blue sea. Attacked on one side by the white race and on the other side by black radicals, he is distrusted by everbody in between. So he is the loneliest man in the world. But it is important that we begin to develop in educational areas people who are strong enough to stand up under these conditions and pressures.

We are destroying black leadership -- that is education and industry is. It is destroying it by relegating black principals to secondary positions as assistant principals. It is destroying it by putting black principals back into the classroom. Teachers taken out of position have to move on to other black schools. We do not have ground to develop black leadership which I think is necessary. A black leader is not a leader for just black people, but for all people. It is time for black and white children to have a model after which they can pattern their own lives.

Separatism, no matter who it is opposed by, is bad. People are now concerned about the black separatist movement because it is proposed by blacks; but for each black separatist there are three whites. Those people who bother him are the in between, who belong neither to the separatist or the integration or any other cause.

We are concerned about what is happening in our society, but we must realize the great need for citizen participation. Too long citizens have been cut out of government. Too long adults have not had any say so about what happens to them in the school situation. Too long certain elected officials have called all the shots so now people are tired of it. We reign between the Jeffersonian and the Jacksonian era of complete government control and people participation. And now we are at a period of time where it is "People Participation," and that is why we hear the students in the schools crying for it. Students want to be involved in decision making processes because they, like many other people, are tired of having decisions made for them.

Our law feels that if you can take black power, add to white power and divide by green power and throw in a little political power, you will end up with democratic people power. It seems as if we have proved it in Chapel Hill. We hear a lot about militancy. Someone mentioned earlier that militancy is found among both black and white -- not one race.

Most people remain silent. The problem before us is silence and noncommitment. We cannot afford this any longer. We must speak out, and be committed. The struggle is long and hard. It is both a physical and moral struggle.

Men may not get all they pay for in this world, but they pay for all they get. It is time to start acting and stop reacting. It is time for us to stop waiting until crises occur before we decide to do something. Then as soon as the crisis is gone we relax back into absolution.

The schools today are a part of the sickness because the schools cannot bring themselves to change. You and I went to school and were exposed to three things -- reading, 'riting and 'rithmetic. Today schools are still faced with three r's -- revolution, reformation and repression. The school has got to teach its students that revolution is an ending, a complete destruction without saving any good. Reformation is what we need to be working toward, because it is throwing out the bad, saving the good, and we are fooling ourselves if we say the system is all bad. And I think we are all familiar with repression. We move to the church which should have been providing leadership throughout this whole crisis situation, and let us all down too. It is all right to talk about a land of milk and honey, but we must also talk about people who are eating syrup and bread down here on earth.

What should the Government be doing in all this? Government's problems, in many ways, have been passed on to schools. City councils, the state government, the federal government, the whole gamut, have created such a situation here that it creates the problems in the schools.

You have but to look at the expenditures. You have but to but look at teachers' salaries. Our Governor promised a great raise. I haven't seen much yet. There is a constant teacher turnover. When a child gets accustomed to one teacher she has moved on to Virginia or Georgia. She may stay one or two years and then she is gone again unless she has roots in North Carolina.

It is time for towns, like Chapel Hill, to take on more responsibility like helping children with summer jobs, rather than placing this burden on the schools. It is time to use teachers to apply pressure to the organizations, or as individual citizens to make sure town government relieves us of some of these problems, because the problem begins in the community. It is time for school boards to realize they don't run the schools. They make the policies and someone else carries them out.

And as newspaper headlines showed this morning, Mr. Nixon isn't helping much with the desegregation process, or with anything else. I'll be sending him a telegram later, part of which will say something like this: "Come South Mr. Nixon and visit Duplin County, and see how far we have gone and how far we have to go. Come South and see some of the attitudes that teachers are faced with and are having to deal with in the school situations brought by children from their parents. Come South and see what an act like this is going to have on the progress we have made over the years. . . . ."

We have not arrived. We have not reached the point where we can congratulate ourselves or each other. We've done a good job, but there is so much to do, so far to go. Congratulations are in order, because this whole thing could turn around on us so fast.

Sometimes we get weak in this whole thing. I think it is time to bring students in to participate in curriculum development, because we are talking about a learning process. As adults have voice in policy making decisions in the community, so should students in schools, colleges and universities. Anytime adults can't do what is good for themselves I wonder if it isn't time to start listening to the kids.

There is no oasis and there is too much to be said for me to say it here this afternoon. But I am sure you have formulated in your mind some of the problems we have to face. I will say that this is a model. What has happened here for the past two summers can be used by many other counties for bringing people together. Last year, when I walked in all black teachers were on one side and all white on another, but I am very pleased to see that you are now mixing and mingling. This to me is one of the most valuable experiences. Learning comes from contact, from the sharing, the sitting down in a casual group and being very frank and honest. This is where the emphasis has to be -- honest.

I do not fault people for being prejudiced or being segregationists. I blame them for not admitting it to themselves and to others so that they can receive some help.
And I think there is where it is. Maybe one day Goldsboro--you'll have a black mayor. I hope you are next.

And I thank you.

ATTITUDES AND THE PRESENT STATUS OF SCHOOL DESEGREGATION

W. L. Flowers
North Carolina State University

(Part of this was from a paper on "Attitudes" by Dr. Emily H. Quinn with her permission.)

"An attitude has been defined as a predisposition to give favorable, neutral, or unfavorable responses to a person, object, situation, or idea. Attitudes may be highly charged with emotion and resistant to change."

"Attitudes are learned responses and can arouse in an individual an emotional response that either would not be aroused in another person or would be aroused in a different intensity. They may be acquired as a result of emotional experiences and on the basis of little informational experience. Membership in groups exercises important influences on the acquisition of attitudes -- families, school groups, cliques, and/or neighborhood groups often hold common attitudes which tend to strengthen or consolidate the groups. Imitation of a model and reinforcement will tend to strengthen an attitude."

"A problem for the educator is that what is learned depends to some degree on the attitude of the learner. There is a tendency for the learner to defend his attitude by ignoring information that runs counter to his attitudes. And, a firmly established attitude is as difficult to change as a firmly established habit."

"The educator may learn more about the major attitudes in a particular community or a particular group within the community by analyzing the newspaper editorials and other articles, and by observing action of individuals and groups. Research instruments are available that could be administered to groups, thus actually measuring the attitudes. Scales have been developed that will measure direction, degree, strength and consistency of attitudes."

"The concept of attitude is important to the educator in the analysis of behavior of potential learners individually and by groups of individuals. For instance, if the adult educator knows that the low-income homemakers in X community have an unfavorable attitude toward the school, but a favorable attitude toward the community center, he should seriously consider the conduct of educational programs for this group at the community center."

"Organization of content and learning experiences should be influenced by the attitude of the group. For example, since new information does not always direct opinions or actions in the desired directions if it is in conflict with the attitude of the individual, the educator may be more effective in changing attitudes over short distances than by advocating major changes at any one time."

For teachers, supervisors and administrators to assure that there can be an academic disregard of community attitudes on race is to take a false position. No person exists apart from his environment and few are independent enough of the community, family and neighborhood in which they live to an extent that the folkways or mores of those invirons do not daily consciously or unconsciously influence their actions.

Honesty in personal, critical analysis is difficult for most individuals where the situation being examined includes an element of threat to their accustomed pattern of behavior. Let's take one brief example of what may happen and say that there is a discussion between an artituclate white youth and a relatively deprived Negro youth of like age and physical size. Both are teenagers. The white youth has learned in his culture that the accepted victory may be gained verbally, through debate. The Negro youth has learned in his culture that the accepted victory may be gained physically when words fail. The deiscssion becomes an argument and the argument becomes a fight in which the Negro youth is the physical winner. Let's say he hits the white youth in the mouth and gives him a "busted lip."

Now -- let's examine ourselves at this point. How do you feel and for whom do you have a feeling of empathy? It is likely that you may respond defensively according to your face identifying with the image of the youth most like your own image. If there is an unexpressed, unwritten assurance by white youth and Negro youth that they will get the unqualified support of teachers of their race, then the separatism which has existed in our total culture is injected into the new environment. Remember what a person believes is real to him. Going back to the dyad conflict situation between the two youths; the Negro youth may feel that the only way he can surely win is now and through the use of physical force.

Both the white and Negro teachers live with an attitude of racial identity based on the traditional concept of separatism. Each knows within his secret self that if he takes the role as public defender of a person of opposite race in biracial student conflict, he may be subject to negative sanctions of a social and maybe economic nature in his own ethnic group.

What will work in dealing with these youth? Nobody knows for sure but I suggest that a solution may be found in a teacher deliberately establishing a person-to-person relationship with each student as quickly as possible after school opens and the class assignments are made. This should be based on a genuine interest and should include students of both races and sexes.

What techniques might be used to achieve this degree of desired harmony? First, the teacher would want to arrange for friendly get-acquainted, individual conferences based not on a problematical situation but based on getting to know the individual student. This may be done in the first month of school and could be followed by larger group conferences.

In these conferences the teacher may set the conference topic initially but should be alert and sensitive to what the students want to discuss. The sensitive teacher will be able to spot evidences of attitude and will realize that the students should be encouraged to verbally articulate their views.

This is a beginning point for something which I consider vital, the teacher study (as part of his continuing education) of (1) the opposite racial culture; (2) a candid analysis of his own culture; and (3) continual, intelligent observations of the merging culture which is taking place before his eyes.

APPENDIX III

QUESTIONNAIRE USED BY DR. SELZ MAYO

PLEASE FILL IN OR CHECK THE APPROPRIATE SPACES BELOW.

1. Your No. __________

2. Age ______

3. Sex:
______a. Male
______b. Female

4. Race:
______a. Negro
______b. White

5. Place of Residence
______a. In Town
______b. On Farm

6. Marital Status:
______a. Married
______b. Single
______c. Widowed
______d. Divorced

7. Where did you spend most of your childhood?
___a. On a farm in North Carolina.
___b. In a town or city in North Carolina.
___c. On a farm outside of North Carolina.
___d. In a town or city outside North Carolina.

8. What is (was) your father's occupation? ____________________________________

9. Where would you place your parents' relative socio-economic class position in your community when you were growing up?

______a. Upper
______b. Middle
______c. Lower

10. What is the highest academic degree that you now hold?

______a. B.A.
______b. M.A.
______c. Other (specify)

11. What is the title of your school position?

______a. Teacher
______b. Counselor
______c. Principal
______d. Other (specify)

12. How many years of full-time teaching or administrative experience do you have in Duplin County? _____________

13. How many years of full-time teaching or administrative experience do you have?
____

14. If you are a teacher, do you expect to be teaching a class next year (1968-1969) containing both Negro and white students?

________a. Yes
________b. No
________c. Uncertain

15. If you are a principal or a counselor, do you anticipate having both Negro and white students in your school next year (1968-69)?

______a. Yes
______b. No
______c. Uncertain

16. Place a check ( ) in front of each item below in which you could answer "yes" to the question: "Did you, in the past year - - -,"

a. Financial Support: Did you, in the past year,
______Contribute money to a community chest campaign?
______Contribute money to a church?
______Contribute money for other charitable purposes?

b. General Activity: Did you, in the past year,

______Serve on any board responsible for civic programs?
______Serve on any committee working to improve civic life?
______Assume the leadership of any civic program?

c. Community Issues and Problems: Did you, in the past year,

______Keep yourself informed about civic issues and problems?
______Discuss civic problems frequently with other people?
______Attempt to persuade others to take a particular position on civic issues and problems?
______Seek the advice of others on community issues and problems
______Speak to key leaders about community problems?
______Visit community organizations or board meetings to inform yourself about community issues?
______Write letters or hold home meetings to discuss community Issues and problems?

d. Group Action: Did you, in the past year,

______Belong to one or more organizations that takes stands on community issues and problems?
______Make group visits or invite visits of community officials to your organization?

17. Listed below are twenty-five statements in which we would like for you to react in terms of either how strongly you agree or disagree. The statements are not necessarily true or false. The best answer is your personal opinion. Whether you agree or disagree with any statements, you can be sure that many other people feel the same way you do.

Please place a check under the appropriate response for each statement. Please respond to all statements.

	Agree			Disagree		
	Very Much	Pretty Much	A Little	A Little	Pretty Much	Very Much
1. Racial segregation is an effective and practical social arrangement which has no serious effect on the vitality of democratic ideals.	____	____	____	____	____	____
2. The Negroes, main concern is with equal educational opportunities. They have no intention of interfering with the social patterns of the white community.	____	____	____	____	____	____
3. The best safeguard of a democracy is the solid stability of social tradition such as is involved in the maintenance of segregation.	____	____	____	____	____	____
4. Integration threatens one of the principles of democracy, the right of each citizens to choose his own associates.	____	____	____	____	____	____
5. The end of segregation would bring a continuing increase in social conflict and violence.	____	____	____	____	____	____

	Very Much	Pretty Much	A Little	A Little	Pretty Much	Very Much
6. Although the IQ of Negroes in the South is on the whole lower than the IQ of whites, this difference in intelligence is mainly due to lack of opportunity for the Negro and will eventually disappear under and integrated school system.	___	___	___	___	___	___
7. Since integration will require some painful adjustments to be made in changing from segregated schools, the best solution will be to leave the races segregated.	___	___	___	___	___	___
8. Equal educational exposures in integrated schools will help both the Negro and white students to profit from the best of the two cultures.	___	___	___	___	___	___
9. De-segregation can in most cases be accomplished without being followed by social conflict and violence.	___	___	___	___	___	___
10. Improving Negro education via integration will lead to a higher standard of living in the South, accompanied by more and better jobs for everybody.	___	___	___	___	___	___
11. The Supreme Court's decision on segregation was politically inspired invasion of states rights and represents a miscarriage of justice.	___	___	___	___	___	___
12. The Negro role is physically and mentally inferior to the white race and integration would not help to erase the innate differences between the two races.	___	___	___	___	___	___

	Agree			Disagree		
	Very Much	Pretty Much	A Little	A Little	Pretty Much	Very Much
13. Integrated and therefore better education for the Negro via integration is certain to result in increased feelings of responsibility and cooperation on his part.	___	___	___	___	___	___
14. The successes of already completed integration attempts are clear evidence that the fears of extreme pro-segregationists are unfounded.	___	___	___	___	___	___
15. Negroes who are given the opportunity to go to integrated schools are apt to become demanding, officious, and overbearing.	___	___	___	___	___	___
16. Although certain radical Negro leaders try to make people think otherwise, the majority of Negroes do not want integration and would be satisfied with "equal but separate" school facilities.	___	___	___	___	___	___
17. De-segregation will develop a false sense of power among Negroes and will move us closer to having a "Negro party" in America.	___	___	___	___	___	___
18. The South has failed to adequately draw upon the resources of the Negro race and integrated schools will enable the Negro race to make a greater contribution to the South economically and socially than they have been able to make with segregated schools.	___	___	___	___	___	___

	Agree			Disagree		
	Very Much	Pretty Much	A Little	A Little	Pretty Much	Very Much
19. The de-segregation law is basically unfair to the Negroes who will now have to compete on equal terms with the whites.						
20. Once you start letting Negroes attend the schools of whites, they will demand complete social equality in all respects including dating and club privileges.						
21. Negroes and whites will find it easier to get along together in the same school than most people think.						
22. In dealing with the problems of desegregation we should always act in terms of Christian rule of brotherhood and justice for all and not in terms of social attitudes based on tradition.						
23. The practice of segregation cannot help but reduce our political influence in international affairs.						
24. De-segregation is econimically wise since the South's relatively poor economic state may in part be due to the double expense of segregation.						
25. De-segregation will lead to a permanent lowering of standards in the public schools.						

18. We would like to ask you for your reactions to certain groups of people. Please give your first reaction to each cultural group as a gneral class of people, not to either the best or to the worst members of that group you have known.

Work as rapidly as you can in answer to the question: "I would willingly accept members of the ________ group - - -." Check as many responses for each group as your feelings dictate.

	Japapnese American	Catholics	Puerto Ricans	Atheists	Jews	Negro Americans	Protestants	White Americans	Indian Americans
To close kinship by marriage									
To have as an intimate personal friend.									
To swim in the same pool that I use.									
To invite to my home with friends of my own social group.									
To invite to my home as a friend									
To belong to my social club									
To live in the same apartment building that I do.									
To live in the same neighborhood that I do.									
To be a co-worker on my job.									
To work in the same profession that I do.									

19. The following is a list of statements about any group. Please put a plus (+) before each statement with which you agree with reference to the group named above the list of statements.

A. The White people of my county:
___ 1. Are honest.
___ 2. Tend to improve any group in which they come in contact
___ 3. I consider it a privilege to associate with this group.
___ 4. Deserve much consideration from the rest of the world.
___ 5. Are religiously inclined.
___ 6. Are considerate to others.
___ 7. Can be resourceful when necessary.
___ 8. Should be regarded as any other group.
___ 9. Are equal in intelligence to the average group.
___10. I have no particular love or hatred for this group.
___11. Are of a gregarious nature.
___12. I suppose these people are all right but I've never liked them.
___13. Have tendency toward insubordination.
___14. Are envious of others.
___15. Are discourteous.
___16. Are slow and unimaginative.
___17. Are the most despicable people in the world.

B. The Negro People of my county:
___ 1. Are honest.
___ 2. Tend to improve any group in which they come in contact.
___ 3. I consider it a privilege to associate with this group.
___ 4. Deserve much consideration from the rest of the world.
___ 5. Are religiously inclined.
___ 6. Are considerate of others.
___ 7. Can be resourceful when necessary.
___ 8. Should be regarded as any other group.
___ 9. Are equal in intelligence to the average group.
___10. I have no particular love or hatred for this group.
___11. Are of a gregarious nature.
___12. I suppose these people are all right but I've never liked them.
___13. Have tendency toward insubordination.
___14. Are envious of others.
___15. Are discourteous.
___16. Are slow and unimaginative.
___17. Are the most despicable people in the world.

APPENDIX IV

STIMULUS INSTRUMENTS USED BY W. L. FLOWERS

A. Open-ended Opinionnaire Relating to Inequalities in the Total Society

B. Feedback Questions

JAMES SPRUNT INSTITUTE

SECOND ANNUAL SUMMER INSTITUTE FOR TEACHERS AND ADMINISTRATORS

JUNE, (Flowers)

Open ended Opinionnaire relating to Inequalities in the total Society

Do not give your name, but please give the following: (Check or answer as applicable.)

____________________NW____________________ W. Race of Respondent.
_____________________Native born state.
_____________________Years (_________all my life) years a resident of North Carolina.
________________Teacher ____________________Supervisor_____________Administrator___________________Other. Position held.
____________________ Age of Respondent.
____________________ Years in Public Education.

Because we do not have time during this two-week institute to do an actual field analysis of the communities which you represent, we must use another device to focus on this topic. Out of your experiences we may derive valuable views through this in-house analysis. We can use these views for a spot check of the similarity and differences as seen by those of you from the several communities represented and from your several points of view and experiences. We cannot solve a problem until we honestly and accurately define it and we cannot find a solution unless we are willing to talk about what is, what has been and what ought to be. This is best done in face to face interaction such as you will be able to achieve in the small groups.

Your assignment.

During the next 30 minutes, list all of the specific inequities you have been aware of in the segregated society. Do not limit this to your community, state, or region but do not ignore those evidences close at hand. Consider both the school and non-school segments of society and specify local inequalities if you wish.

JAMES SPRUNT INSTITUTE

SECOND ANNUAL SUMMER INSTITUTE FOR TEACHERS AND ADMINISTRATORS

JUNE, 1969 (Flowers)

Feedback Questions

1. How do you feel you have been helped during this seminar? Have attitudes changed or been confirmed?

2. How can you use your experience in your community and in your school?

3. How can you share your experience with other professional people in your community?

4. What area of emphasis would be desirable in another institute?

5. What can be done in your community to ease tension during transition?

6. What do you think you may need in follow-up service during the next school year?

APPENDIX V

SUGGESTED SPECIAL READINGS

JAMES SPRUNT INSTITUTE

SECOND ANNUAL SUMMER INSTITUTE FOR TEACHERS AND ADMINISTRATORS

JUNE, 1969 (Flowers)

SUGGESTED SPECIAL READINGS
(Local, State, Regional, and National Forces)

If teachers, supervisors, guidance personnel are to deep current, sensitive, and alert to the changing social situations of our rapidly changing society, they must read, study, and discuss books, magazine articles, and newspaper stories of conflict situations, different philosophies, and points of view. Only in this way will the teacher of this decade be equipped to deal with multi-racial situations brought daily to the classroom.

SUPREME COURT DECISION PLESSY VS. FERGUSON, October term 1895, Criminal District Court for Parish of Orleans, State of Louisiana.

PSYCHOLOGICAL CONCEPTS RELEVANT TO THE ADULT EDUCATOR, section on Attitudes. By permission of Dr. Emily H. Quinn.

SCHOOLS IN TRANSITION, by Robin N. Williams, Jr. and Margaret W. Ryan. 1954. University of North Carolina Press.
Part I - Background
Part II - Desegregation Required
Part III - Desegregation Permitted
Part IV - Implications for the Future
Some data in this book provides historical background on recent events for the reader. Other content gives the reader a backward look at opinions expressed by the authors almost one and one half decades ago.

THE NEGRO AND THE SCHOOLS, by Harry S. Ashmore. 1954. University of North Carolina Press.
History of bi-racial education in the United States--a history of segregation. In a very general way, reviews the court decisions including the Plessy doctrine of 1896 through the May 17, 1954 decision of the U. S. Supreme Court. It also includes a synopsis of a special court decision from all parts of the country in the period immediately prior to 1954.

NORTH CAROLINA AND THE NEGRO, by Capus Waynick et.al, editors. 1964. North Carolina Mayors' Cooperating Committee.

ACTION PATTERNS IN SCHOOL DESEGREGATION, by Herbert Wey and John Corey. 1959. Published as a Phi Delta Kappa Commission project.

TEACHER EDUCATION IN NORTH CAROLINA, by James C. Wallace. 1967. North Carolina State University.
A pamphlet analysis of NTE Test Scores by a State University Assistant Professor.

PAPERS OF GOVERNOR LUTHER H. HODGES (March 4, 1955). pp. 561,564,572,577.

THE ADVANCING SOUTH: MANPOWER PROSPECTS AND PROBLEMS, by James G. Maddox er al. 1967. New York, The Twentieth Century Fund.

THEY CLOSED THEIR SCHOOLS, By Bob Smith. 1967. University of North Carolina Press.

THE NEGRO IN OUR HISTORY, By Carter Godwin Woodson. 1922. Washington D. D., The Associated Publishers, Inc.

THE SLAVERY CONTROVERSY (1831-1860), by Arthur Young Lloyd. 1939. University of North Carolina Press.

COMPENSATORY EDUCATION FOR CULTURAL DEPRIVATION, By Benjamin S. Bloom et al. 1965. New York, Holt, Rinehart and Winston Co.

EDUCATION IN DEPRESSED AREAS, by A. Harry Passow, ed. 1963. New York, Bureau of Publication, Teachers' College, Columbia University.

WHITE AND BLACK, by Samuel Lubell. 1964. New York, Harper & Row.

A PROFILE OF THE NEGRO AMERICAN, By Thomas F. Pettigrew. 1964. Princeton, D. Van Nostrand Co., Inc.

SOCIAL DYNAMITE, by National Committee for Children and Youth. 1961. Washington, D. C., The Committee.
A report of the Conference on Unemployed Out-of-School Youth in Urban Areas.

RACIAL ISOLATION IN THE PUBLIC SCHOOLS. Vol. I. 1967.
A report of the U. S. Commission on Civial Rights.

TASK FORCE SURVEY OF TEACHER DISPLACEMENT IN SEVENTEEN STATES. December 1965. Commission on Professional Rights and Responsibilities of the National Education Association.

A NEGRO PSYCHIATRIST EXPLAINS THE NEGRO PSYCH. August 20, 1967. The New York Times Magazine.

THE PRESENT DELEMMA OF THE NEGRO, by Kenneth B. Clark, 1967. An address before the annual meeting of The Southern Regional Council, Atlantia, Georgia, November 2, 1967.

THE JOURNAL OF NEGRO HISTORY (published quarterly). The Association for the Study of Negro Life and History, Inc. Washington, D. C.

"THE LEGACY OF MY HUSBAND MALCOLMN X", by Betty Shabazz, page 172.

"THE FIRST GENERATION" (The Birth of Black America) by Levone Bennett, Jr., Page 31.
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